DOCUMENT RESUME

ED 128 291	95	SO 009 451

AUTHOR	Ziadeh, Farhat J.; Allen, Calvin H.
TITLE	The Evaluation of the Treatment of Egypt in American Primary and Secondary School Literature. Final Report.
INSTITUTION	Middle East Studies Association of North America, New York, N.Y.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	30 Jun 76
CONTRACT	300-75-0274
NOTE	131p.
EDRS PRICE	MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Area Studies; Cultural Education; Curriculum Development; Educational Needs; Elementary Secondary Education; Films; *Middle Eastern Studies; National Surveys; Negative Attitudes; Primary Education; Resource Guides; *Social Studies; Stereotypes; *Textbook Bias; Textbook Content; *Textbook Evaluation
IDENTIFIERS	*Egypt

ABSTRACT

In this study of the treatment of Egypt in elementary and secondary school literature, the content of 109 textbooks and 180 supplementary works is analyzed and evaluated and recommendations for specific corrections and additions are presented. The purpose is to alert the authors of educational materials and teachers about the imperfections in literature on Egypt currently available in the United States. Specific comments are made about educational literature concerning geography; history and politics; art, architecture, language, and literature; society; and religion. A general conclusion is that the practice of presenting information which has omitted certain facts on Egypt results in the creation of negative images. Egypt is generally depicted as passive and unchanging, as shown in discussions of ancient Egypt and the modern fellah (farmer). It is depicted as being aggressive, as shown by Nasser's purported attempts to dominate the Arab world, his attacks on Israel, and his relations with the West. It is recommended that foreign area study programs be funded, textbook publishers confer with area specialists, and authors and teachers become better informed. To encourage this, annotated booklists and lists of films are provided which give a background on Egyptian history and culture. Almost 300 books with a note on educational level, and over 200 films with a note on length are listed. Most materials were developed or published in the 1960s and 70s. (AV)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED128291

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TITLE VI, SEC. 602, NDEA
PROJECT # 436AH50049

50

THE MIDDLE EAST STUDIES ASSOCIATION

SEP 3 1976

FINAL REPORT

THE EVALUATION OF THE TREATMENT OF EGYPT IN AMERICAN PRIMARY AND SECONDARY SCHOOL LITERATURE

June 30, 1976

Professor Farhat J. Ziadeh
University of Washington
Principal Investigator

Calvin H. Allen
University of Washington
Research Assistant

Consultants: Nagat El-Sanabary, Mounir A. Farah, William Griswold, Karlan Sick

SO009451

The research reported herein was performed pursuant to contract No. 300-75-0274 with the Office of Education, U.S. Department of Health, Education, and Welfare, under the provisions of Title VI, Section 602, NDEA. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education should be inferred.

TABLE OF CONTENTS

INTRODUCTION 4

GEOGRAPHY 7

The Nile 7

Irrigation 8

The Suez Canal 10

The Deserts 10

Resources 11

Demographics 11

Maps 12

The Importance of Geography 12

HISTORY AND POLITICS 14

Ancient Egypt - History 14

Ancient Egypt - Government 19

Pharaoh to Farouk 19

Egypt Since the Revolution 22

ART, ARCHITECTURE, LANGUAGE AND LITERATURE 27

Ancient Egypt - Architecture 27

Ancient Egypt - Art 28

Ancient Egypt - Hieroglyphics 29

Medieval and Modern Egypt 32

SOCIETY 34

Ancient Egypt 34

Modern Egypt 36

RELIGION 39

  Ancient Egypt - Polytheism 39

  Life After Death 40

  Akhenaton 41

  Christianity 43

  Islam 44

CONCLUSION 45

BOOKLIST OF SOURCES FOR NON-SPECIALISTS 47

ANNOTATED BIBLIOGRAPHIES 51

  Textbooks 52

  Supplementary Books 76

APPENDIX - LIST OF FILMS 114

INTRODUCTION

In this age of supersonic diplomacy and instant news coverage of international events on home television, the average American student has become increasingly aware of other peoples and cultures. This heightened awareness brings an increased need for an understanding of our world neighbors at an early age if that passive knowledge is to have a lasting and beneficial effect. The process of promoting international understanding is begun in the formative years of the child through courses in world geography, world cultures, and world history in elementary and high schools. However, the teachers of these courses are faced with a problem: do they discuss each of the 145 or so members of the United Nations, allowing a single lesson each day to one of these states, or should particular attention be directed to only certain countries? Of course the latter is the only logical alternative. The problem still remains of how to select those states that will be examined in detail.

Leonard Kenworthy, in his book Social Studies for the Seventies (Waltham, Mass., 1969, pp. 453-57), has defined a set of criteria which can be utilized to determine what nations deserve special attention. In reviewing factors such as available material, classification as an "emerging nation", representation of a cultural area and the existence of biases, Kenworthy has proposed that Egypt should be one of the countries to be studied.

The case for the inclusion of Egypt in this group is strong. Egypt has long been a subject of American school curricula at many levels -- due in large part to fascination for its ancient civilization -- and there are volumes and volumes written specifically for the juvenile audience. Aside from that, Egypt has been the acknowledged leader of the Arab World for the past twenty years and has played an important role in "third world" or "emerging nation" politics for equally as long. Before the modern era, the country was prominent in the Muslim empires as both a political and cultural center. Egypt is furthermore an agricultural country plagued by a lack of water, a problem shared by many of the world's nations. Finally, as one of the leading participants in the explosive Middle Eastern conflict between Arab and Israeli, it is constantly in the news and opinions are easily formed which may be inaccurate.

These factors provide the rationale for this study of primary and secondary school literature available in the United States on Egypt. Our purpose is to inform the author and teacher, who are, understandably non-specialists, about the general trends in the literature and to point out imperfections in currently available material in order that future works may be corrected and material added.

This study begins with a general survey of the content, scope and emphasis of the educational material that is available on Egypt divided by subject heading and by age group (primary K-7, secondary 8-12). A section is also included outlining our general recommendations and including a booklist of suitable works dealing with Egypt for the non-specialist author and teacher.

We have reviewed both textbooks and supplementary materials -- fiction and non-fiction -- for elementary and secondary students. In selecting supplementary books, we have relied exclusively on the guidelines for recommended age groups presented in Books in Print and Children's Catalog. This has necessitated the omission of many works that might otherwise be utilized by advanced secondary level students, but any other decision would have required adopting more arbitrary guidelines for inclusion. All of the books in our list of sources for authors and teachers are suitable for use [illegible] the advanced student. Annotated bibliographies of all the textbooks and suppl[illegible]ry books reviewed are included.

No study of this scope can be accomplished without the aid of many people. Among those who have made valuable contributions, we should like to thank Roderic Davison, former President, William Zartman, Executive Secretary, and Christine Eickelman, Assistant to the Executive Secretary, all of the Middle East Studies Association, and Jay Thomas, of the Department of Near Eastern Languages and Literature, University of Washington, for their administrative work; the consultants, Karlan Sick, Nagat el-Sanabary, William Griswold, and Mounir Farah; Cynthia Sheikholeslami for her comments on ancient Egypt, and the staffs of the Children's Libraries of the Donnell Branch of the New York Public Library and the Seattle Public Library, the staff of the Teacher's Resource Center of the Seattle Public Schools and the many publishers' representatives who helped in obtaining the material included in this study. Finally, we must thank the Office of Education for providing financial backing for the entire project.

GEOGRAPHY

The Nile

The geographical coverage of Egypt, for all grade levels and in all types of literature, is dominated by the Nile River. The vital importance of the Nile to Egypt is demonstrated, in nearly every book dealing with Egypt to any extent, by Herodotus' observation that "Egypt is the gift of the Nile."

Better texts and most supplementary works on Egypt explain that the Nile begins as two rivers, the White and the Blue Niles, in the Ugandan and Ethiopian highlands. These rivers flow northward until they meet at Khartoum in the Sudan. The river continues northward, joined only by the Atbara, to the Mediterranean, losing water throughout the entire length of its 1,600 mile journey through Egypt from evaporation and irrigation.

In Egypt, the Nile is the source of a narrow oasis, only two to ten miles in width, which bisects the deserts that cover the overwhelming majority of the country's territory. In northern Egypt the oasis broadens into the delta, so called because of its similarity to the Greek letter Δ, formed by the settling of the sediments carried by the river and deposited through the centuries.

The fertility of the Nile valley is attributed to the annual flooding of the river which had occurred for thousands of years before the construction of flood-control devices. The Nile traditionally began to rise in June, due to increased run-off at its sources, and continued to do so until October when the flood reached its peak. Because of Egypt's dry climate (southern Egypt receives almost no rain while the Delta may average two inches per year) the Egyptian farmer, the *fellah* (pl. *fellahin*),was dependent on this flood for both moisture for his crops and nutrients for the soil.

While the material available on the Nile is generally adequate, one could hope for specific improvements. The actual geography of the river is rarely discussed in detail. While the student does learn that the Nile originates in Ethiopia and Uganda, that it has one northern tributary and is 4,100 miles long, there is little information on the cataracts or the physical appearance of the valley.

Irrigation

As alluded to briefly above, the annual flood of the Nile was the earliest form of irrigation. The fellah would construct dikes around his fields to trap the flood waters. The water caught in the basins (hence the term basin irrigation) would soak into the ground, providing moisture for the crops, and the silt carried in the water would settle on the land, providing nutrients for the soil. The crops were then planted in the mud.

Basin irrigation was only adequate for rapidly growing crops, which would mature before the ground dried out, and for only one crop per year. Crops with longer growing seasons or summer crops, such as cotton, required further irrigation. In these cases, the fellah lifted the water from the Nile or from canals to his fields. The student is generally introduced to two of the most important devices utilized by the Egyptian peasant, the shaduf (lever and counterweight) and saqiya (water wheel). The student is also informed that in most areas of Egypt, insufficient access to water permitted only one crop per year.

All sources are in general agreement that year-round irrigation, made possible by both Aswan Dams and other lesser structures which hold back the flood waters and maintain a consistent Nile level, has been beneficial. Year-round irrigation has permitted the planting of two and sometimes three crops per year. However, a general decline in soil fertility and the subsequent need for artificial fertilizers has been attributed to the absence of the annual flood and its nutrient-supplying silt.

Certain distortions are present in the discussions of irrigation. First, the student gets an inaccurate description of the annual flood. It is rarely stated that there was great fluctuation in the volume of the flood resulting in either widespread famine or destruction. Conditions were rarely ideal. Second, the case against perennial irrigation, based on the absence of silt from the annual flood, is generally over-stated. While the deposit of silt did provide much needed nutrients for the soil, double and even triple cropping seems to be by far the greater cause for the decline in soil fertility. The fact that during basin agriculture the fields were permitted, or required by necessity, to remain fallow for a large part of the year is generally mentioned, but the importance of this practice to soil fertility is not stressed. The problem of leaching, the percolation of salts to the surface which plagues all areas of continual irrigation, is rarely discussed, as is the practice of planting Egyptian clover, an alfalfa-like grass that restores nitrogen to the soil.

The student will have the general impression, from reading the literature, that irrigation in the summer months only became possible when the British began constructing dams to control the annual flood. In fact, perennial irrigation has been practiced since pharaonic times, although at a very low level. The ancient fellah carried water in jars to his fields until the shaduf was introduced during the New Kingdom, and deep canals were constructed, although used primarily for shipping. The canal system was restored and expanded during the reign of Muhammad Ali as part of his program for developing the cotton industry. Barrages were also constructed to raise the level of the river.

Egypt's grandest flood control device, the Aswan High Dam, receives mixed notices. Most authors cite the beneficial aspects of the new dam, and comments like, "Water from the dam will expand Egypt's farmland by 25%. The hydroelectric generators provide six times more electricity than the whole country produced before" (Yohe, Exploring World Peoples: Eastern Hemisphere, p. 409) are the rule. However, some works, such as P. Brandwein's Sources of Identity (pp. 44-45) and James' Latin America and the East stress the failures of the dam, such as the loss of sediment, erosion of the Nile's banks, the high evaporation rate in Lake Nasser and the increase in the incidence of Bilharzia.

The Suez Canal

The second geographical feature receiving general coverage is the Suez Canal, although it is viewed primarily from the stand-point of its politico-strategic importance. The student will learn that the canal is a sea-level ditch -- as contrasted to the Panama Canal which requires locks to raise and lower ships -- which is 107 miles long, narrow and shallow. Its prime importance is that it has shortened the length of a voyage between Asia and Europe by 4,500 miles.

This geographical discussion of the Suez Canal is woefully inadequate. Undoubtedly the best source on the geography of the canal is Sondegaard's First Geography of the Suez Canal, a book written for the youngest of readers. Only here will one find a general description of the full length of the canal, the important cities on its banks and a discussion of the problem of erosion that plagues its operation.

The Deserts

Because of the overwhelming importance of the Nile River, the 95% of the territory outside of the valley is generally ignored. Descriptions of the country rarely explain the historical division of Upper (southern) and Lower (northern) Egypt, although these terms constantly occur in discussions of ancient Egypt's Upper and Lower Kingdoms. When the division is mentioned, it is not usually explained that the terms are in reference to the Nile River, whose upper course is in the south.

One searches in vain for descriptions of Egypt's vast desert expanses. Only a few of the supplementary texts, most notably Gartler and Lengyl, explain that Egypt is divided by the Nile into the Western and Arabian Deserts. Even when the deserts are mentioned there is little or no discussion of their terrain. One assumes that they are flat expanses of deep sand, a picture that is totally inaccurate. The Qattara Depression in the west and the Sinai Peninsula in the east are rarely discussed.

The student will generally assume that the Nile Valley is the only fertile area in the entire country. This false assumption arises from the fact that Egypt's six great oases in the Western Desert, al-Fayyum, al-Siwa, al-Kharijah, al-Dakhilah, al-Farafirah, and al-Bahriyah, are ignored. The discussions in Shorter's Eleven Nations of the rock structure beneath the desert which has trapped a great underground lake and makes irrigation possible and of the system of Roman cisterns are unique and most valuable for the student hoping to understand dry-land agriculture.

Resources

There is a general absence of information on resources outside of the agricultural sector. While Egypt lacks forests and has only small coal deposits, there are oil deposits in the Sinai and in the Western Desert near al-Alamain,and the High Dam provides hydro-electric power for industry. Manganese and iron ore are available in commercial quantities and serve as the basis for heavy industry within the country. Gypsum for cement and nitrates for fertilizer are also available.

Demographics

Although Egyptian society will be discussed in some detail elsewhere, the student is provided with some basic demographic information. All the literature on

Egypt accurately describes the great increases in the country's population as its principal problem. The population is concentrated along the Nile with 95% of Egypt's people living in that fertile valley, and the Delta being one of the most crowded regions of the world. The country's two principal cities, Cairo, the capital and largest city in Africa, and Alexandria, the main port, are described as mixtures of old and new. The fellahin comprise the greatest numbers within the population, and the bedouin receive practically no coverage.

Maps

The maps of Egypt presented in most books are generally poor quality line maps providing only a minimum of information such as the location of the Nile, the canal and principal cities. One would prefer the types of maps presented in Kolerzon's The Afro-Asian World. In a series of color-coded maps, the author offers physical contour, rainfall, land use, population and general political information. This graphic presentation has a much greater impact on the student than a straight textural presentation. Authors are also to be reminded that the Sinai peninsula, although under Israeli occupation, remains officially a part of Egypt.

The Importance of Geography

One of the most valuable aspects of the geographical coverage of Egypt is the attempt to establish a connection between geography and politico-historical development. The motivation for the establishment of central government is attributed to the need for irrigation which required a high degree of cooperation. Measuring systems, such as surveying and the solar calendar, two of ancient Egypt's contributions to modern civilization, are also attributed to the need for irrigation. Political centralization was facilitated by the country's geography. The population was concentrated along the river, and the Nile provided an easy line of communication and control. Egypt's isolation, which contributed to the social conservatism of the country, was a result of the fact that the Nile Valley is surrounded by almost impassable deserts. Finally, the political implications of the Suez Canal receive excellent coverage.

We can only find fault with one of these contentions. Recent scholarship has emphasized that basin irrigation does not require centralized government. These findings demand serious revision of virtually every textbook and supplementary work as the "hydraulic hypothesis" remains a cornerstone of the discussion of the establishment of Egyptian civilization.

HISTORY AND POLITICS

History and politics do not usually become topics of study for the student until the secondary grades, as social studies programs in the primary schools tend to concentrate on "world cultures" and "world geography". Much the same holds for supplementary materials which, for the younger readers, focus more on the visual aspects of the culture, such as art and architecture, rather than on its chronological development. Only brief introductions to history and politics are included in the latter works. It is in the secondary world history courses that the student studies Egyptian political history in any depth. The interested student can find ample historical information in supplementary books.

Ancient Egypt - History

Historical information on ancient Egypt in primary level textbooks will usually include information on the formation of the ancient Egyptian kingdom. The evolution to centralized government, as mentioned earlier, is depicted as arising out of the need for men to cooperate in order to organize the irrigation systems upon which farming was dependent-- a somewhat oversimplistic description of the formation of the villages, then provinces (nomes), kingdoms and eventually the two kingdoms of Upper and Lower Egypt. These two kingdoms were eventually joined by Menes, also known as Narmer, the first pharaoh of united Egypt, about 3,000 B.C. Menes established his capital at Memphis. Further historical discussion is limited,with pharaohs Akhenaton and Tutankhamen usually being mentioned because of their cultural significance. All consideration of ancient Egypt ends with the Assyrian conquest in 663 B.C.

It is in some ways regrettable that the authors of primary school textbooks have chosen to ignore history almost completely as it results in an almost complete absence of historical perspective. This whole attitude toward history contributes to the characterization of Egypt as inherently conservative and unchanging, a generalization that authors are not reluctant to state. For example, pyramids are discussed in every text, but it is not emphasized that these huge buildings were constructed very early in the civilization, and the student is left with the impression that all pharaohs built pyramids. This creates an image in the student's mind that is inaccurate and potentially negative. Ancient Egypt certainly did not possess the dynamism of 20th century American culture, but that is not to say that it remained static for 2,500 years! Change was slow, but it did occur, as will be domonstrated in other sections of this survey.

These criticisms are not to say that we propose that the sixth grader be forced to study names and dates; nothing could be further from our intent. The basic concept of focusing on culture is desirable for this age group, but we would hope that cultural developments could be placed in an historical context. To continue our example of the pyramids, it is not too sophisticated a concept to introduce to the sixth or seventh grader that these structures represent a period of absolute power by the pharaoh and were not built in later years when the pharaoh's powers were more prescribed. There must be a greater integration of subject matter.

Much more emphasis is placed on history in the textbooks written for secondary school students. The information on the initial organization of government and the eventual unification of the country under Menes differs little from that presented in the elementary texts, but some texts (see Abramowitz, World History, p. 29) inform the student that some Asian influences might have inspired the formation of government. Egyptian history is also divided into three general periods, the Old, Middle and New Kingdoms, with some discussion of developments in each of these periods.

The Old Kingdom period (2700-2200 B.C.) is noted for its great engineering and architectural advances, especially the construction of the pyramids. There were some minor military engagements during the era, most importantly with Nubia, but Egypt remained confined to the Nile Valley and largely isolated from external influence.

Between the collapse of the Old Kingdom and the establishment of the Middle Kingdom there was a period of political disunity when the nobles grew powerful at the expense of the pharaoh and began to rule independently. This chaotic situation was further aggravated by attacks by Asiatics on the Delta region. The Kingdom was reunited by a Theban family and the Middle Kingdom period (2100-1788 B.C.), with its capital at Thebes, commenced. This period is noted for the flourishing of the arts and literature and the conquest of Nubia.

The collapse of the Middle Kingdom was marked by the same kind of disorders that ended the Old Kingdom. In this case, however, a foreign dynasty, the Hyksos or "Shepherd Kings", came out of Asia to rule over Egypt. Another Theban family was able to rally Egyptian opposition to the foreigners and expelled them, thereby beginning the New Kingdom period (1580-1090 B.C.).

The New Kingdom period is marked by important political and cultural advances. Politically, Thutmosis III was able to adopt the new modes of warfare introduced by the Hyksos, most notably the horse-drawn chariot, and establish the first Egyptian empire in Palestine and Syria. The empire is inaccurately depicted as having slipped away during the religious upheavals associated with Akhenaton's reign, but was then restored during the reigns of the various Rameseses, an interesting generalization when one considers that this covers a period from 1290-1085 B.C. Rameses II is also often associated with the exodus although it was more probably his successor, Merenptah, who released the Jews from their bondage and permitted their return to Palestine. As with the elementary texts, ancient history is depicted as having ended with the Assyrian conquest.

Secondary school textbooks are adequate in their historical coverage up to the end of the New Kingdom, as they present a good summary of what is considered to be historical fact. There are some specific improvements that could be made, aside from those mentioned in the discussion of the New Kingdom period. First, although we would like to keep dates to a minimum, some would be useful and we suggest that at least the dates of the various periods be included for ease in cross-cultural comparisons. Second, one would hope for an explanation of the fact that the Old Kingdom period does not begin with Menes, the unifier of Egypt, but with the first pharaoh of the Third Dynasty, Zoser, and why this is so. Further explanation of the factors leading to the breakdown of the various kingdoms is also required, as is more emphasis on relations with Nubia, Libya and Asia. Egypt may have been physically isolated, but it certainly was not closed to outside influence.

A conceptual change is in order for secondary level textbooks. As currently presented, world history is principally an exercise in chronology and, as such, has little relevance or interest to the majority of students. This situation could be improved by introducing historical method. This initiation into the study of history could start with a discussion of sources. The student has been introduced to hieroglyphics and archaeology, our principal historical sources; he could also be introduced to later sources, such as Manetho and Herodotus. Chronology is, undeniably, important, but the background as to how the chronology was arrived at is more interesting. More importantly, the student is provided with a tool that can be applied to later historical inquiry.

There is a wealth of material available in supplementary works on ancient Egyptian history and politics, with the majority of them written for the secondary level student. Generally, the periodization presented in the textbooks is further refined to separate the intermediate periods from the kingdom periods. The student also learns that ancient Egyptian history from the time of Menes to the conquest of the country by Alexander the Great in 332 B.C. is also broken down into thirty-one dynasties.

Supplementary materials, with few exceptions, tend to focus on the New Kingdom period. Most of the material presented is in the form of biographical studies of various rulers which occur in books such as Leonard Cottrell's The Warrior Pharaohs and Five Queens of Ancient Egypt. These two works, and many of equal quality, often take the form of historical fiction with the author weaving an interesting narrative into the historical fabric of events. It is in these works that the student will learn of Ahmose I who drove the Hyksos from Egypt and re-united the kingdom, of the co-rulership of Queen Hatshepsut and Thutmosis III, which is erroneously depicted as a struggle for power, of the subsequent conquests of Thutmosis III, especially in Syria with the Battle of Megiddo, of Akhenaton and Tutankhamen and of Rameses II's war with the Hittites and his victory at the Battle of Kadesh. Once again, as with the historical coverage in the textbooks, the Assyrian Conquest marks the end of ancient Egyptian history, although the general histories do mention that the Assyrians were followed by Persians and Greeks.

One can only criticize the supplementary sources on specific issues as they generally do a very good job in surveying ancient Egyptian history. An excellent introduction to the problems involved in studying this period is presented in Leonard Cottrell's Life Under the Pharaohs. Of the general surveys, Lionel Casson's Ancient Egypt presents a very clear historical narrative divorced from cultural developments, and one should also consult Isaac Asimov's The Egyptians. Specialized studies include M. Cormack's Imhotep: Builder in Stone and C. Aldred's Egypt to the End of the Old Kingdom on the Old Kingdom period, S. Miller and E. Ochsenschlager, The Egyptians in the Middle Kingdom, for the Middle Kingdom period, while the works mentioned above by Leonard Cottrell on the New Kingdom provide a good survey of that period. These works, and a number of others to be found in the bibliography, will provide the student with an excellent foundation on which he can base further studies in books written for more advanced students.

Government

Primary level textbooks also usually provide a general statement on the government of ancient Egypt. The pharaoh is depicted as being a god, an absolute monarch and owner of all the land and resources of Egypt.

The material presented on pharaonic government in secondary level textbooks differs little from that in primary texts. The student is informed that the word "pharaoh" originated with the ancient Egyptian term *per o* which meant "great house" or the royal residence. This term was used to refer to the ruler, as it was felt that it was disrespectful to refer to the royal personage by his proper name. The pharaoh is depicted as an absolute ruler, except during the periods of chaos between the various kingdoms, and some mention is made of the importance of the bureaucracy and priestly hierarchy in the administration of the state in later periods.

These general statements about Egyptian government are an excellent example of the problems caused by a lack of historical perspective. The pharaoh was certainly not an all-powerful monarch throughout the 2500 years of ancient Egyptian history. While the office of pharaoh was divine, the holder of the office had his powers limited over time. Statements of the kind made in textbooks totally ignore the developments of the various intermediate periods between the kingdoms, when many men vied for control of Egypt, the regencies of the New Kingdom and the struggles of the late New Kingdom between various groups for the control of the state. The fact that the term pharaoh was not used before the time of Akhenaton, should also be mentioned, and the question of succession should be examined.

Pharaoh to Farouk

While it is understandable that the approximately 2600 years between the fall of the pharaohs to Assyrian conquerors and the Young Colonel's coup of 1952 should receive only cursory coverage, some background to the highlights mentioned should be presented. Textual coverage appears only in secondary level sources and is limited to the mention of Egypt as being among the territories conquered by one aspirant to world rule or another. This list includes the Assyrians, Nubians, Persians, Alexander the Great, the Ptolemies, Caesar and the Romans, the Byzantines, the Arabs, the Ottoman Turks, Napoleon and, finally, the British. Except for the latter, no historical or political information on Egypt during domination by these various foreign rulers is presented.

British occupation is attributed, variably, to the financial mismanagement of the Egyptian rulers (Becker, Modern History, pp. 378-81) and/or the British fear for the security of the Suez Canal (O'Conner, Exploring World History, p. 480 and Groisser, World History, p. 273). British "contributions" to Egypt are too often stressed (See for example Brinton, A History of Civilization and Cutright, Living in the Old World.) while Abramowitz's statement concerning British curbing of Egyptian nationalism (World History, p. 348) is closer to Egypt's experience under the British.

It is unfortunate that the authors of children's literature have not adopted the classical periodization of Egyptian history, which marks the end of ancient history with Alexander's conquest of the country in 332 B.C. Ending it there, rather than with Rameses III, as most narratives do, or with the Assyrian conquest, would provide an opportunity to discuss the Nubian Dynasty, which is frequently covered in works focusing on ancient Africa, such as Lester Brooks' Great Civilizations of Ancient Africa, Drower's Nubia, and E.H. Johnson's Piankhy the Great, as well as the important Saite Dynasty, under which Egypt experienced a cultural revival.

Of the supplementary books purporting to cover the period between Alexander's conquest and the Arab conquest in 640, only I. Asimov's The Egyptians can be recommended. The biographies of Alexander the Great are generally useless as sources for Egyptian history as they provide neither background to the country at the time of its conquest nor explanation of the impact of the new rulers. Much of the same can be said of the few biographies of Cleopatra, which are much more concerned with her relationship with Caesar and Marc Antony than with the Egypt of the Ptolemies.

There are no specialized works on medieval Egypt, the period from the Arab conquest in 642 to Napoleon's conquest in 1798. The one topic in which Egypt does receive some mention is the crusading era, in which Saladin (Salaḥ al-Dīn), the Sultan of Egypt and founder of the Ayyubid Dynasty, played such an important role. However, there is no biography of Saladin and no material on his actions in Egypt preceding the crusades. Egypt's, or more correctly, Cairo's contributions to classical Islamic civilization are generally ignored in favor of Baghdad under the Abbasids. One would like to see, therefore, historical coverage of the Fatimids. Egypt's importance in the crusading era also requires greater examination.

Except for the historical sections in Zaki Mahmud's The Land and People of Egypt and R. Collins and R. Tignore's Egypt and the Sudan, the period between Napoleon's conquest and the revolution in 1952 is ignored. Napoleon's biographies, like those of his predecessors, are essentially useless for the study of Egyptian history, stressing, if anything, the discovery of the Rosetta Stone. There is no biography of Muhammad Ali, and there should be. There are a few very good books on the Suez Canal, but they cannot be recommended for their coverage of Egypt, because their emphasis is on the impact of the canal in European politics rather than on Egypt. The canal also remained a foreign operation up until 1956.

Perhaps the most serious lacuna in the historical coverage in the textbooks is the lack of material on Muhammad Ali, who certainly rates as one of the most important individuals in modern Near Eastern history. His name is rarely mentioned in the textbooks and his efforts to establish a modern Egyptian state, whatever his motives, are ignored. The material on his successors is also inadequate or unsatisfactory. Isma'il is soundly and correctly criticized for his financial mismanagement, although his contributions to Egypt are rarely mentioned. One would hope to see the type of discussion to be found in Becker's Modern Europe which criticizes Isma'il, but also explains the various devices by which European bankers made fortunes on Egyptian bonds, such as purchasing them at sizeable discounts.

The British occupation also requires more substantial coverage. Most texts correctly represent Britain's concern for the security of the Suez Canal as the reason for the occupation of the country in 1882, but the political developments which led to that concern, mainly General Arabī's revolt, are not explained sufficiently. British administration of the country requires clarification so that an accurate picture of Britain's impact on Egypt is portrayed. A good source for British activities in Egypt is Ann Williams, Britain and France in the Middle East and North Africa. More material on British interference into Egyptian affairs after independence, especially during World War II, is also required.

Egypt Since the Revolution

Egypt since July, 1952 receives somewhat more attention than the preceding 2600 years. As is the case with ancient Egyptian history, primary level textbooks provide the least amount of information, usually restricting their coverage to the mentioning of the revolution, Nasser's rise to power, domestic reforms and the Arab-Israeli wars. Few, if any, details are provided on these topics (See, for example, the accounts in James, Africa, Latin American and the East, pp. 76-77 and Mensoian, The People of the Middle East and North Africa, pp. 82-89.).

Textbooks for secondary school students provide a much fuller account of recent political history. Unfortunately, the quantity of material on modern Egypt is not matched by its quality. Generally speaking, there is insufficient background presented for the student to fully understand critical events, and all too often interpretations are offered as facts, as authors prefer compact generalizations to full explanations of given issues.

The monarchy is accurately characterized as having been exceedingly corrupt (McNeill, The Ecumene, p. 709; Rogers, The Story of Nations, p. 646). This corruption led a number of military officers to plot the overthrow of the regime, and in the summer of 1952 King Farouk was deposed by a group of officers led by General Muhammad Naguib. Egypt became a republic, and Naguib was replaced by Nasser, who became a virtual dictator (On Nasser's dictatorship, see Dawson, Your World and Mine and Yates, How People Live in the Middle East.).

The background to the 1952 revolution is inadequate. One would hope that there would be a better description of parliamentary government in Egypt under the monarch, perhaps through an examination of the Wafd Party. Certainly, Farouk was corrupt, but a strong government could have prevented much of the abuse. An explanation of politics before the revolution would also help in understanding Nasser's reluctance to return to parliamentary government following the revolution, which was an important factor in his split with Naguib.

Nasser's domestic reforms are covered in most of the textbooks. Most authors view the goal of the 1952 revolution as the improvement of the lives of the Egyptian peoples and cite the land reform, health care, industrialization, and the Aswan High Dam as positive projects designed to attain these goals, although it is generally mentioned that they have failed. An excellent discussion of this failure occurs in Brinton, A History of Civilization, vol. II.

Most texts stress Nasser's foreign policy, and he is given mixed reviews. The Suez crisis of 1956 receives the widest and most diverse coverage. It is generally mentioned that the prime motivation for the conflict was Nasser's nationalization of the Suez Canal, although the factors contributing to that act are variously described. The arguments stretch from what is perceived to be a desire on Nasser's part to gain prestige (Roehm, The Record of Mankind) to the more accurate explanation as a response to the American decision not to fund the Aswan High Dam project (Rogers, Story of Nations, p. 646; Grossier, World History, p. 286.). Accounts also differ as all too many authors allege (as in Roehm) that the Anglo-French invasion occurred only after Israel invaded Egypt and was a response to that attack rather than citing Anglo-French-Israeli collusion. A number of "facts" should also be clarified. It is emphasized that 1) Nasser closed the canal to Israeli shipping, thus encouraging the Israeli attack and 2) the Israelis achieved a rapid victory over the Egyptian army in the Sinai. It is true that the canal was closed to Israeli shipping but it had been closed while the canal was under British control. The Israeli victory should also be viewed in light of the fact that Nasser had ordered his troops in the Sinai to withdraw to the canal and begin preparations for defense of that vital waterway against the anticipated Anglo-French attack. There are excellent accounts of this crisis in Karpat, The Middle East and North Africa and Stavrianos, A Global History of Man.

Many problems exist in the discussions of Nasser's Pan Arab policy, in general, and specifically on the formation of the United Arab Republic in 1958. While the statement in McNeill's The Ecumene that Nasser wished to unite the entire Arab World under his leadership but desired no fundamental change (p. 717-18) is stronger than most, Nasser is generally depicted as having an aggressive foreign policy. This led him, authors such as Roehm, D. Davis and Kolerzon argue, to join Syria in the formation of the U.A.R. The union occurred, in fact, as a result of a Syrian initiative. Nasser's greatest Arab policy failure, the Yemen civil war, is sometimes mentioned. While these "facts" are mentioned with regard to Nasser's foreign policy, one searches in vain for the type of presentation made by Shorter in his Eleven Nations, in which not only are "facts" presented, but some attempt is made to analyze Nasser's successes and failures. This analysis, the type of exercise that requires the student to think, is sorely needed.

The June, 1967, Arab-Israeli war is attributed to what are termed hostile actions undertaken by Nasser, including the demand that the United Nations' peace-keeping force be withdrawn, the mobilization of his army and then the massing of it on the border, and, finally, the closing of the Straits of Tiran. These actions led to what is described as Israeli preventive retaliation, and in six days the Israeli army occupied the Sinai Peninsula and the Suez Canal was closed. Nasser's resignation in the face of this humiliating defeat and subsequent decision to remain in office following massive outcries of public support are mentioned.

Although the discussion of the factors leading up to the 1967 Arab-Israeli war are generally accurate, it is interesting that it is not mentioned that the United Nations Emergency Force could have been stationed on the Israeli side of the border, but was not permitted to do so. Furthermore, there is insufficient information on the factors leading up to Nasser's actions upon which to make a judgment, in particular the reported Israeli threat to Egypt's ally, Syria, and Israeli military preparations. There is a general lack of balance.

Nasser's relations with the Soviet Union also receive wide coverage, with Nasser too often placed squarely in the "Communist camp" (See Zebel, Past to Present and Rogers, Story of Nations). This attitude is further enforced by the selection of photographs, which often show Nasser with a Soviet leader (See Rogers, p. 646 and McNeill, p. 717).

Events since 1967 are discussed in only the most recently published textbooks and then only briefly. It is mentioned that Nasser died in 1970 and was succeeded by Anwar al-Sadat. A fourth Arab-Israeli war was fought in 1973. Supplementary texts provide little additional information on modern Egyptian political history, and the material is plagued by the same problems of over-generalization that beset the textbooks. Nasser has been analyzed in a short biography by Mary Shivanandran, and the historical sections in the Mahmud, Collins & Tignore and Williams volumes are recommended, as is the section on Egypt in T. Little's The Arab World in the 20th Century. Surprisingly, there is a general reluctance on the part of most authors to discuss the Arab-Israeli wars in any detail. Consequently, there are no books devoted to specific wars. The only detailed source is W. McKinly's Trouble in the Middle East, which is fortunately very good.

ART, ARCHITECTURE, LANGUAGE AND LITERATURE

The discussions of ancient Egyptian art and architecture are generally found in textbooks written for primary level students, although there are occasional references to be found in secondary level texts. The material that is presented tends to focus on the monumental works of the Egyptians, such as the pyramids, the Sphinx, and the great temples.

Ancient Egypt - Architecture

Pyramids are described in some detail, both in physical appearance and method of construction, as they are the most well-known of the architectural treasures of the ancient world. It is usually explained to the student that the true pyramid is a square-based structure with its four sides built in the form of a triangle. The pyramids were constructed of large blocks of stone, weighing between two and fifteen tons apiece, which were quarried far from the construction site and carried to it by ship and sledge as the Egyptians did not know the use of the wheel. The successive layers of the building were laid by building brick and earth ramps, up which the blocks were dragged into position. Inside the pyramid were rooms which served as the burial chambers for the pharaoh. The Great Pyramid of Khufu (Cheops) at Giza is most often mentioned.

After the pyramids, the most commonly discussed structure is the Great Sphinx of Khafre (Chephren) at Giza. The Sphinx, an animal body with a human head, was, along with other lesser sphinxes, built to guard the tombs of the pharaohs. Of the other architectural wonders of ancient Egypt, the Temple of Karnak, the largest columned temple ever built, and the temple at Abu Simbel, which was threatened by the rising waters of Lake Nasser, are mentioned.

Supplementary works do provide some additional material on architecture, but as with textbooks, the focus is on the monumental works. One significant area of elaboration concerns the evolution of the pyramid. Here the student is introduced to earlier forms of architecture such as the *mastaba*, the earliest pharaonic tombs. The evolution from these low, brick-built structures to large stone edifices is attributed to Imhotep, the adviser and architect of the pharaoh, Zoser, who designed the step-pyramid at Saqqara. The step-pyramid is, in reality, a series of successively smaller *mastabas* constructed of stone built on top of each other. Later architects borrowed the design and simply filled in the steps to provide a smooth exterior surface. Imhotep is also credited with copying many of the motifs that were first used in wood, brick and matting and applying them to stone.

New Kingdom architecture is also discussed in somewhat more detail in the supplementary works. The student can find more elaborate descriptions of the Temple of Karnak as well as information on Queen Hatshepsut's temple at Deir al-Bahri and the temple at Luxor. With the construction of the Aswan High Dam and the world-wide effort to save the temple at Abu Simbel, Rameses II's great work of art and architecture has received a great deal of literary attention.

The material presented on architecture in ancient Egypt is generally very good. Undoubtedly, the pyramids are one of the most readily identifiable structures in the world, a fact due in large part to the excellent photographs included in virtually every text and supplementary book -- although one would hope that photographers would suppress their urge to include the ever present Egyptian tourist guide astride a camel that graces every composition! The Great Sphinx and the temple at Abu Simbel probably also have a high recognition level.

Ancient Egypt - Art

Minor works of art, such as bas-relief, painting and the obelisk are noted but not discussed in any great detail. Sculpture is discussed because of its religious significance. The statue, be it full figure or only a bust, could serve as the resting place of an individual's spirit should his corpse be destroyed.

The best examples of the lesser arts, in scope but certainly not in quality, are to be found in the many books on Tutankhamen. The gold statuary, jewelry, furniture, and other _objets d'art_ are the most extensive available as most others were either stolen from the tombs or broken up in the process. One important development of New Kingdom art that receives wide coverage is the naturalist movement of the reign of Akhenaton. Ancient Egyptian art is generally depicted as highly formalized and unchanging, and the adoption of more natural forms of artistic representation inspired by this pharaoh is unique for the civilization.

Ancient Egypt - Hieroglyphics

Material on writing and literature in both primary and secondary level textbooks is confined almost exclusively to hieroglyphics and the deciphering of the ancient Egyptian writing system. Any discussion of literature or the presentation of any stories or tales is to be found in the supplementary works.

Hieroglyphics, the student is told, began as simple picture writing, each symbol representing the specific animal, plant or action depicted, long before the establishment of the earliest dynasties. However, the glyphs eventually obtained a phonetic value, the symbol representing a specific sound, so that by the time of the pharaohs Egypt had an alphabet composed of 24 letters. In writing with hieroglyphics, no vowels were used, and it could be written from either left to right or right to left, with the direction that the faces pointed to telling the reader the direction to be read. Additional symbols, known as determinatives, were added at the end of the word to aid in its understanding. For example, a name would be followed by a certain symbol that told the reader that what had preceded was a male or female name.

Hieroglypics was the writing system of the gods, and only a small number of court scribes could master the complex symbols. Shorter forms of writing were developed for the common man. Below hieroglyphics was a system known as hieratic, which, if hieroglyphics was considered printing, was considered as hand-writing. The symbols were not as completely formed as in the formal hieroglyphics. A shorthand system, known as demotic, was also used.

An important development connected with writing was the invention of a substance other than stone upon which symbols could be written and preserved. That substance was papyrus paper, one of ancient Egypt's most important contributions to civilization. The student will generally be introduced to the method of obtaining paper from the payrus stalk, a process which involved the bonding of layers of the plant together into long sheets. Much of our information about ancient Egypt has been obtained from papyri, which remained preserved in Egypt's hot, dry climate.

Up until 1821, we were unable to read any of the ancient Egyptian scripts, but in that year the Frenchman, J.F. Champollion, deciphered hieroglyphics by using the Rosetta Stone. The Rosetta Stone had been discovered by some French soldiers during Napoleon's campaign in Egypt in 1799. The text on the stone was written three times, once in Greek, a known language, once in demotic, and once in hieroglyphics. For years scholars attempted to decipher the hieroglyphics on the stone by comparison with the Greek text, but they failed because they believed that the hieroglyphics were not phonetic but ideographic. Champollion hit upon the idea of comparing the names, which were contained in the cartouches in the hieroglyphic texts, and discovered that the symbols represented letters and not words. That was the key. Words could be separated out of the text and their meanings discovered by comparing with the Greek. The sound value of certain letters could also be found by using names, as they sounded roughly the same in Greek as in Egyptian.

Supplementary texts only elaborate on the material available in the textbooks on hieroglyphics and Champollion. However, it is among these works that the student can discover the actual words of the ancient Egyptians, translated into English. There are books written for all ages from kindergarten to high school filled with religious tales, adventure stories, magical spells, myths, legends and poetry which had been preserved in hieroglyphics on tomb walls and papyri.

The discussion of hieroglyphics and literature is very similar to that of art and architecture. Hieroglyphics are sufficiently explained and most accounts of the writing system will include examples of the symbols. There are even books from which the child can learn in some detail to write and make actual sentences from the hieroglyphs. Most notable among these books are L. Scott's Hieroglyphics for Fun and Egyptian Hieroglyphics for Everyone. Champollion's discovery of the secret of the hieroglyphic writing system is explained quite clearly and concisely. The interested student can leave high school with an excellent base upon which he could commence serious study of hieroglyphics.

Despite the fact that the presentation of art, architecture and hieroglyphics is generally good, the whole approach to that presentation is inadequate. There is little effort to establish any connection between the art and literature and the society that created it; there is no historical perspective. The student, for example, is left with the impression that pyramids were built as tombs by all of the pharaohs when, in fact, their construction ended during the Middle Kingdom period. Furthermore, the significance of the pyramid is much more than just as a tomb for pyramids tell us a great deal about an Egyptian society in which the pharaoh was all powerful. Similarly, the construction of temples, such as Karnak and Abu Simbel, reflect the political and social situation in ancient Egypt, as do the tomb paintings and other funerary objects. This problem of historical perspective is sometimes solved at the secondary level, but only a small few of the textbooks re-introduce material on art (See, for example, Roehm, The Record of Mankind and Welty, Man's Cultural Heritage), and when they do, the lessons that can be learned from history are not stressed. The problem carries over into supplementary books which are generally content to simply describe the buildings and other objects.

There is little improvement in the discussions of hieroglyphics as there is rarely any material presented on their use to the modern scholar. Many stories have been translated and published for the student, but their interest is simply as stories with little effort made to expand on their significance. For all the discussion about the Rosetta Stone, there is not one account of what it actually said. The student can, and should, seriously ask of what use is knowing about hieroglyphics or ancient art.

An answer to this question lies in a very good textbook written by Linder, et al, for primary level students, entitled Exploring Civilization: A Discovery Approach. This text is not remarkable for the material that it presents; it is, in fact, quite lacking in comparison to most texts, except in the manner in which it presents the material. In two chapters, entitled "How Breasted Learned about Ancient Egypt", and "How Did Literature and Art Reflect Egyptian Society?", the authors attempt to show how hieroglyphics and art are used by modern scholars as keys to understanding ancient Egypt rather than as objects to be understood as old or interesting objects only. The approach is exciting, and of use to the student as he can apply this knowledge to other civilizations.

Medieval and Modern Egypt - Art, Architecture, Language and Literature

Once we leave the world of the ancient Egyptians, discussions of art, architecture, language and literature virtually end. There are only brief mentions of artistic developments under the Fatimids and architecture under the Mamlukes in the supplementary work The Story of Muslim Art by C. Price. Four thousand years from now scholars may well be discussing the significance of the Aswan Dam and some may perhaps even be attributing to it cosmic powers, as some writers are attempting to do with the pyramids. Be that as it may, the dam is the only modern structure to receive notice.

Just as is the case with art and architecture, language and literature after the fall of ancient Egyptian civilization is ignored. The student will learn that the language of modern Egypt is Arabic, but there are no discussions of either medieval or modern literary activities. Surely, medieval and modern Egypt are deserving of some discussion of art and literature! At least since 1258, Cairo has been, and continues to be, the cultural center of the Middle East, and before that under the Fatimids and later under the Mamlukes it certainly vied with Baghdad for that distinction. Modern Egypt has many authors of international renown. Certainly, the playwright and novelist Tawfiq al-Hakim, whose plays have been translated into English, and the novelists Muhammad al-Sharqawi and Nagib Mahfouz, who have also been translated, are deserving of some mention. The whole absence of any material on Egyptian culture since the collapse of the ancient Egyptian civilization is unacceptable.

SOCIETY

Discussion of Egyptian society tends to focus on the peasant, the fellah, at both the primary and secondary level and in both textbooks and supplementary materials. Once again, the textbooks provide only a brief survey of the subject with the supplementary books filling in the details.

Ancient Egypt

Primary and secondary level textbooks include essentially the same information on ancient Egyptian society. The social structure was in the form of a pyramid with the pharaoh at the apex. Fanning out below him was a small upper class of nobles and members of the court. Below them was the larger middle class composed of low-level bureaucrats, artists and craftsmen which produced the goods and services for the wealthy. Finally, at the bottom was the farmer, the foundation upon which ancient Egyptian civilization was built.

The farmer is described as under-nourished and over-worked. He lived in a small mud hut in the village along with his family and animals, and subsisted on bread, beans, and, only rarely, meat. The men tilled the soil with a wooden plow drawn by a cow or ox and irrigated their fields by raising the waters of the Nile with a shaduf. Women were generally much freer than in today's Egyptian society, although their duties were much the same: cooking, carrying water for use in the home, weaving cloth for clothing and keeping the house in repair.

Slavery is often mentioned as having existed, although it is little discussed. Corvée, forced labor, was also used by the government to help in the construction of its great monuments and for other projects.

Supplementary books provide much the same picture of ancient Egyptian peasant life, but also generally include more information on the glamorous life of the upper classes. The nobles and courtiers maintained residences in both the city and the country, but it is only about their country estates that we have much information. Like the farmer's house, the upper class home was built of mud brick, but these homes were usually two or three stories high and were decorated with paintings and fine furniture. The houses also faced a courtyard or garden, and the estate included out-buildings to house the animals.

The nobles had servants to perform the daily tasks required to operate the estate and so could devote themselves to luxurious living and entertainment. Both men and women wore clothes of fine linen, expensive jewelry of gold and silver, and aromatic oils. Their diet was varied and included meat regularly, and large banquets were held at which musicians and dancing girls performed. It was a life in marked contrast to the peasant's existence.

The description of ancient Egyptian society presented in the textbooks is generally adequate and accurate. There are certain areas, though, in which the supplementary books could provide more information. What, for example, was the legal status of the individual in society? What was the responsibility of the individual to the state and vice versa? Slavery is often mentioned but rarely explained. Were the peasants considered to be slaves or only "practically slaves" (Sankowsky, Mainstreams of World History, p. 22)? What individual rights did exist? How did these rights and responsibilities change over time (once again, the question of historical perspective).

Some discussion of social custom would also be desirable. What were the preferred marriage patterns among the ancient Egyptians? Was it a polygamous or monogamous society? Which social activities were acceptable and which prohibited? How were social mores enforced?

Modern Egypt

Material on modern Egypt is almost exclusively concerned with the fellahin. In both textbooks and supplementary books they are described as having changed little in 5,000 years. They still live in mud huts, farm and irrigate in the same manner, and eat the same foods. Women are described as more restricted than their ancient ancestors as a result of Muslim rules on the seclusion of women. Most of their functions are performed within the house.

Most books do point out that since the revolution of 1952, there have been substantial changes in the life of the fellah. Nasser's land reform program redistributed the land so that the farmer owned the land he worked and could benefit from his efforts. Education and health programs are improving the farmer's life, and flood control projects are enabling him to grow more food than ever before. These gains are threatened, though, by the continuing problem of rapid population growth.

The descriptions of the fellahin are generally accurate, but a bit unfair. We have constantly alluded to the "unchanging east" bias that exists in so much of the writing on Egypt, both ancient and modern, and have attempted to show that this is a myth. This myth is nowhere more apparent than in the discussion of the fellah. While the observation that the Nile Valley farmer has remained unchanged for the past 5,000 years is essentially true, it is implied that this phenomonon is attributable to the inherent conservatism and backwardness of the peasant. A much more preferrable approach, and one we would like to see adopted by all authors, is Shorter's explanation in Eleven Nations. Shorter states that farming methods have remained quite similar to those that existed in ancient Egypt, but he attributes this to the successful adaptation by the fellah to the environment rather than to a lack of initiative. He supports this contention by arguing that the fellahin have experimented with and invented many of the methods currently used to manage both water and land.

Focus on the fellahin tends to leave the student with a rather negative impression of Egypt. One would never guess from the discussion of Egypt's poverty presented in most books that it is the cultural center of the Arab world, and that its cities with their trade, industry, educational institutions, professional organizations and artistic groups comprise a sizable portion of the population. Much more emphasis should be placed on society outside of the village.

Discussion of society outside of the village is concerned with urban life and, as mentioned in the section on geography, is usually a discussion of the contrast between "old" and "new" in the dress, transportation and occupation of Cairo's inhabitants (see Yohe, Exploring World Regions, p. 411, for example). The best available discussion of life in Cairo is to be found in Scholastic Book Service's The Middle East, pp. 66-71.

Interestingly enough, the bedouin is virtually ignored, except in the pictures of the pyramids where the stately lord of the desert is prominantly displayed. The only real discussion of the bedu appears in Polansky's The Changing World and Its People (pp. 220-23). This material is unacceptable as the author simply describes the bedouin's propensity for roaming the desert. Nothing is presented on the relationship between the bedu and settled population or on the historical importance of the nomad. It would be much preferable that the bedouin be taken out of the photographs, which leave the impression that Egypt is a nomadic country, and some few words be placed in the texts about this Egyptian minority group.

As with ancient Egyptian society, one would like to see a much wider discussion of social customs and relationships. We are fortunate to have available the works by B. Rashid on folk songs and games which give some understanding of Egyptian life, but there are more serious aspects requiring investigation. For example, what role do religion and the sharī'a play in village life? Furthermore, aside from farming techniques, what factors connect ancient and modern Egyptian society?

RELIGION

The discussion of religion differs little in either primary or secondary level textbooks. In both cases, the student is given a basic introduction to ancient Egyptian religion, with the focus being on polytheism, life after death, and the religious reforms of Akhenaton, and to Islam with few details of the religious systems presented. Supplementary works elaborate on the material included in the textbooks with little new information added.

Ancient Egypt - Polytheism

The ancient Egyptians are depicted as worshipping many gods with most of these deities being portrayed as animals. Of these gods, Amen-Re, depicted as the sun god, and Osiris, the god of the dead, are most often mentioned. Fuller discussions contained in some texts (See, for example, Dawe, The Ancient Near East, and Marvin, The Human Adventure) include material on the Amen-Re and Osiris cults. Amon-Re, who would be referred to more properly as the god of life rather than a sun god, is described as the principal deity in the Egyptian pantheon. On his daily journey across the sky, this god brings light and warmth to the earth, thus sustaining life. One would hope for more clarification on this god, whose nature is unnecessarily obscured. It should be stressed that this is a compound god and that each of the two members has a separate nature, Re being the solar disk and Amen being the "Hidden One" or double which circled the underworld.

The second important cult was that of Osiris, the god of the dead. The origins of this cult are tied up in the Osiris myth, which is presented in the above-noted texts and others. According to this story, Osiris was murdered by his brother, dismembered and the parts of the body distributed over the country. Osiris' sister/wife, Isis, gathered up the remains and was able to restore her husband to life, but not in the world of the living. Osiris began to rule over the world of the dead, determining the fate of the deceased.

Supplementary materials provide the student with more information on origins and functions of the plethora of deities. As the ancient Egyptian civilization developed, each political unit had its own patron god, which was usually symbolized by some animal. The Egyptians did not worship this animal; the animal figure simply represented the attributes of the god. For example, the sun, which soared across the sky, was represented by a hawk. As smaller political units merged, either by force or agreement, the gods belonging to each polity were maintained. As political units became larger, so did the pantheon, as the Egyptians were unwilling to dispose of a god of even minimal powers.

Life After Death

Discussion of life after death and mummification in the primary and secondary textbooks is accurate and adequate. At the outset of Egyptian civilization it was believed that only the pharaoh could attain everlasting life, but as the religious beliefs evolved, even the common man aspired to spiritual immortality. The most notable feature of this aspect of religious belief was the preservation of the body through the process of mummification. It was believed that the human spirit continued to reside in the earthly body, even after death. The decomposition or destruction of the body, therefore, threatened the existence of the spirit. The ancient Egyptians attempted, through a process of soaking the body in chemicals and wrapping it in linen, to preserve the body forever to insure the eternal life of the spirit. The textbooks, therefore, stress that the individual's life after death was dependent on the preservation of the earthly body through mummification. The supplementary books elaborate on this aspect of the religion. It was believed that everyone had a ka or spiritual double which preceded the deceased to the world of the dead and prepared the way for the admission of the ba or immortal soul. The ba continued to reside in the earthly body. The Egyptians, however, planned for all developments. If the mummy was destroyed, the ba could reside in a likeness, most often in the form of a statue, of the deceased. Similarly, through the proper observation of certain rituals, statues and pictures could be brought to life in the world of the dead. Therefore, statues of servants and animals and paintings of the deceased's favorite activities, along with the necessary texts for bringing them to life, were placed in the tomb to ensure the comfort and happiness of the ba. Fascinating accounts on mummies are available in G. McHargue's Mummies and M. Pace's Wrapped for Eternity: The Story of the Egyptian Mummies.

Akhenaton

Akhenaton's religious reforms are the most often discussed and poorly explained aspects of ancient Egyptian religion. Worship of the god, Aton, is universally described in all textbooks and supplementary works as an attempt to impose monotheism on ancient Egypt. In fact, Akhenaton was probably more concerned with supplanting one royal cult, that of Amen-Re, with his own. Furthermore, no background is presented to these religious reforms. The new cult is described as being suppressed during the reign of Akhenaton's successor, Tutankhamen. Some books at least attempt to present theories on the origin of Akhenaton's religious attitudes, usually centering, as in L. Morrison's Lost Queen of Egypt, on the influence of Akhenaton's wife Nefertiti, and on the attempts by the pharaoh's daughter, Ankhsenamen, later queen of Tutankhamen, to save monotheism, such as in E. Berry's Honey of the Nile. Once again, these works stress Akhenaton's monotheism.

The discussion of religion in the textbooks is generally unacceptable as it suffers from two serious deficiencies. First, there is a lack of historical perspective that would relieve some of the confusion surrounding religious beliefs and practices. Second, the extremely broad generalizations used to describe ancient Egyptian religion contribute to the confusion as the student is given the impression that religious practice was monolithic when in fact it was not.

We have discussed this problem of historical perspective continuously in this evaluation of material on Egypt, and here again we find authors discussing an unchanging Egyptian civilization and then supporting their arguments with overly simplified generalizations. No connection is made, for example, between the emergence of the Osiris cult and the popular conception of life after death when in fact they are deeply inter-connected. This development represents an important historical evolution in religious belief, one that places the peasant on a potentially equal status with the pharaoh. Akhenaton is also seen as an aberation rather than as part of a historical process. While it certainly is possible that his Aton cult represents a burst of intellectual creativity, even this development is not seen as a significant point against the tradition bound, unchanging East.

Undeniably, ancient Egyptian religious beliefs and practices were complex, but by presenting the religion as a unified, nationwide belief system, the authors of textbooks have compounded the problem. Ancient Egyptian religion was both horizontally and vertically fragmented. There were official religious cults, such as Re in the Old Kingdom, Osiris in the Middle Kingdom, and Amen-Re and Aton in the New Kingdom, but there were also many popular cults centering on local gods. Aside from these class distinctions, there were also regional differences. Provinces and villages, for the most part, continued to worship their local deities to the exclusion of, or perhaps in association with, a similar god. For example, the goddess Nut, the sky goddess, might be worshipped to the exclusion of similar deities: Hathor, Bast or Sekhmet. Although there might have been a multitude of gods in the official pantheon, they were not all included in everyone's personal pantheon.

Some of these same problems exist in the supplementary works although not to the same degree. There are attempts to put religious developments into their historical perspective (The Osiris cult is shown to be a development of the Middle Kingdom period and especially the New Kingdom.), but religion is still presented as being monolithic. The discussions of life after death are vague and unclear. References are made to a heaven-like place where the deceased lives a life of luxury and ease, and Osiris serves as the final judge over who shall or shall not enter this paradise. However, it is not clear what happens to the persons who are unacceptable to Osiris. In fact, those who did not attain life in the other world simply ceased to exist. There was no hell as in the Judeo-Christian-Muslim tradition.

Christianity

Christianity in Egypt is virtually ignored in the textbooks, and the supplementary works will generally only explain that Egypt became Christian under the Byzantines (although it would be more accurate to say the Eastern Roman Empire) and remained so until the Arab conquest in 640 A.D. A number of Christians, known as Copts, continue to live and practice their religion in modern Egypt, the books contend.

The absence of material on Christianity in Egypt is not entirely understandable. Certainly Egypt, as the site of Alexandria, where early Church doctrine was formulated, and the home of the monastic movement in Christianity, had a significant impact on the development of the faith. It was also one of the centers of the monophisite "heresy" that split the early church. Unfortunately, for this entire period we have only the material available in I. Asimov's The Egyptians and in an excellent chapter on Christianity in Z. Mahmoud's The Land and People of Egypt.

Although Egypt was conquered by the Muslim Arabs in 642, many Copts retained their religion and became important to the administration of the province as they continued to work in the revenue department. This fact is usually ignored. It should also be stressed that Egypt was not rapidly converted to Islam and that the pressure for conversion was mainly economic. Conversion freed the individual of some of the tax burden. Still, several million Egyptians adhere to the Coptic church or to other Christian denominations.

Islam

Islamic beliefs and practices are not generally discussed in the textbooks along with material on Egypt but in separate sections dealing with the establishment of the Arab Empire. It is generally mentioned that the religion was established by Muhammad in Arabia and that the Muslims worship a single god known as Allah. The Muslim holy book is the Koran, and Muslims worship in a mosque. Some, but not all texts, will mention and explain the five pillars of Islam, that is the shahada (profession of faith), prayer five times a day, pilgrimage to Mecca, zakat (alms), and fasting during the month of Ramadan.

While the discussion of Islam in the textbooks is adequate, all accounts of the religion should present and explain the basic tenets of the faith. Improvement could be made in the supplementary books by inclusion of material on the development of an Egyptian school of law, the Shāfiᶜi, by discussion of the religious teaching of the Egyptian reformer, Muhammad Abduh, and by pointing out the importance of religion on modern political developments including treating various organizations such as Sufi orders and the Muslim Brotherhood, one of the strongest religio-political parties in recent Egyptian history. Authors generally tend to ignore the fact that Islam is much more than simply a religious system. Also, the position of Cairo with its al-Azhar University as the leading Islamic intellectual center in the world should be emphasized.

CONCLUSION

In this study of the treatment of Egypt in elementary and secondary school literature, we have analyzed the content of 109 textbooks and 180 supplementary works, evaluated that material, and presented our recommendations for specific corrections and additions. It should be noted that these recommendations do not represent dogma but are what we, as specialists on Near Eastern history and civilization, perceive to be the best answers to problems in the treatment of Egypt.

A general conclusion to be drawn from the material that was evaluated is that as a result of the practice of presenting information on Egypt in general statements and of omitting certain "facts", Egypt is generally depicted as being both passive and unchanging, as in the discussions of ancient Egypt and the modern fellah, and aggressive, as shown by Nasser's purported attempts to dominate the Arab World, his so-called attacks on Israel and his relations with the West. Both images are negative.

The root of this problem seems not to lie in any conscious anti-Egyptian biases that are held by authors, but in that they are under-informed about Egypt. The focus of most textbooks is, understandably, on Europe. The authors are, as a result, usually European historians or they are experts in education. These authors have no formal training in Egyptian history and culture. A similar problem exists with regard to the teacher, who, as the MESA Image Committee discovered, lacks knowledge on Egyptian problems (The Image of the Middle East in Secondary School Textbooks, p. 26).

These comments are not to say that non-specialists cannot write accurate and balanced textbooks on Egypt or the Middle East, or that teachers without formal training in Middle Eastern studies cannot overcome the deficiencies of their resources.

We recommend that the following three courses of action be taken to improve the presentation of material on Egypt.

1) That the Office of Education encourage the study of Egyptian (or Middle Eastern or any other area's) history and culture by

a) recommending to federally funded Foreign Area Study Programs that they offer courses for credit and at appropriate hours for elementary and secondary school teachers on Egypt.

b) encouraging "Outreach" programs, such as presently exist at many area study centers so that schools not located near these centers can have access to area specialists with special knowledge of the needs of pre-college social studies programs.

We believe that these two goals can be accomplished without increased costs.

2) That authors and teachers make an effort to inform themselves about Egypt. In order to accomplish this, we have added an annotated booklist of materials for non-specialists which will provide an excellent background to Egyptian history and culture. Teachers and authors are also encouraged to read the books in the supplementary booklist that have been recommended.

3) That textbook publishers take advantage of area specialists and invite their comments on forthcoming books.

BOOKLIST FOR NON-SPECIALIST READERS

This list represents only a small number of the works available on Egyptian history, politics, society and culture. However, we feel that these readily available books combine a high standard of scholarship with a general readability to warrant their recommendation. Readers are encouraged to review the bibliographies contained in virtually every one of these books for guidance in further reading.

* * * *

1. Adams, Michael, ed. The Middle East: A Handbook, Praeger, N.Y. and Washington, 1971.

   Includes a chapter by Tom Little on the United Arab Republic which presents a good historical outline and survey of economic, social and political affairs. Reading list.

2. Bacharach, Jere. A Near East Studies Handbook, 570-1974. University of Washington, Seattle and London, 1974, (paper).

   Contains dynastic charts of Egyptian rulers, maps and chronology.

3. Berger, Morroe. The Arab World Today, Doubleday and Co., Garden City, N.Y., 1964, (paper).

   Survey of Middle Eastern society with a good deal of material on Egypt.

4. Gardiner, Sir Alan. Egypt of the Pharaohs, Oxford University, London and N.Y., 1964, (paper).

   Detailed survey of ancient Egyptian history from pre-dynastic times to Alexander's conquest.

5. Hitti, Philip K. History of the Arabs, St. Martins, N.Y., 1970, (paper).

   The standard history of medieval Islam with the chapter "The Caliphate Dismembered: Petty Dynasties in the West" and part V, "The Last Medieval Moslem States" dealing with Egypt up to the end of the Mamlukes (1516).

6. Holt, P.M. et al, ed. The Cambridge History of Islam, volume 1, The University Press, Cambridge, 1970.

   Articles by Bernard Lewis, "Egypt and Syria" and P.M. Holt, "The Later Ottoman Empire in Egypt and the Fertile Crescent" discuss Egyptian history from the Arab conquest to the British protectorate (1914).

7. ________. Political and Social Change in Modern Egypt, Oxford University, London, 1968.

   See articles by Holt "The Pattern of Egyptian Political History, 1517-1798" and G. Baer "Social Change in Egypt, 1800-1914".

8. Issawi, Charles. Egypt at Mid-Century: An Economic Survey, Oxford University Press, London and N.Y., 1954.

   An economic and political survey covering the period from 1798 to 1950.

9. Khouri, Fred J. The Arab-Israeli Dilemma, Syracuse University, Syracuse, 1968, (paper).

   Material on Egypt located throughout this general survey of the Arab-Israeli problem covering the period from its origins in 19th century nationalism to the 1967 war.

10. Mansfield, Peter. Nasser's Egypt, Penguin Books, Baltimore, 1969, (paper).

Focus is on Egypt since 1952 with material on foreign relations, society, reforms and domestic political development.

11. Marlowe, John. Anglo-Egyptian Relations, 1800-1953, Praeger, N.Y., 1954.

Political history of the period.

12. ________. The Golden Age of Alexandria, Victor Gollancz Ltd., London, 1971.

Covers the history and culture of Egypt from Alexander's conquest in 331 B.C. to the establishment of Arab control in 642.

13. Moorehead, Alan. The Blue Nile, Dell Publishing Co., N.Y., 1962, (paper).

A well-written history of the Nile River valley which discusses Napoleon's campaign and Muhammad Ali.

14. Nims, Charles F. Thebes of the Pharaohs, Stein and Day, N.Y., 1965.

Handsome political and cultural history of the ancient Egyptian capital.

15. Polk, William R. The United States and the Arab World, 3rd edition, Harvard University Press, Cambridge, Mass., 1975.

Focuses on 19th and 20th century political history. Includes good bibliographic essay.

16. Tachau, Frank. The Middle East, Macmillan Co., N.Y., 1970, (paper).

Balanced presentation on all the major contemporary problems in the region.

17. United States Army Area Handbook for the United Arab Republic, American University, Washington, D.C., 1971.

Excellent single volume source for all types of information on Egypt. Includes lengthy bibliographies.

18. Wilson, John A. The Culture of Ancient Egypt, Phoenix Books, Chicago, 1951, (also available as The Burden of Egypt).

Good survey of the history and culture of ancient Egypt.

ANNOTATED BIBLIOGRAPHIES

These bibliographies of the textbooks and supplementary works which were evaluated for their treatment of Egypt have been annotated with consideration given to scope and accuracy. We have briefly outlined what is generally discussed in each book and have pointed out specific errors in fact or interpretation that may occur. Outstanding books have been singled out by the insertion of the word "recommended" at the end of the annotation. Conversely, books which were considered to be seriously deficient have been rated "not recommended". It must be emphasized that these ratings reflect only on the material that deals with Egypt and not on any other information that may be contained in the book.

TEXTBOOK BIBLIOGRAPHY

1. Abramowitz, Jack. World History, Follett Publishing Co., Chicago, 1974, secondary, pp. 27-31, 567-68.

   Very superficial coverage of ancient Egyptian civilization focusing on the color of the ancient Egyptian people and the cultural diffusion from Asia. Material on modern Egypt is inadequate. Not recommended.

2. Allen, Virginia F., et al. People and the Land, Noble and Noble, N.Y., 1974, elementary, pp. 33-64.

   Section on ancient Egypt includes information on irrigation techniques, religion, arts and crafts, trade and daily life. Broader coverage than most for this age group. Discussion on modern Egypt limited to the Nile and dams, and even that is limited.

3. Becker, Carl L. and Kenneth S. Cooper. Modern History: Europe Since 1600, Silver Burdett Co., Morristown, N.J., 1969, secondary, pp. 378-81, 548-50.

   Blames Ismail's debts on his extravagence but an excellent discussion on the economics of borrowing money in 19th century Europe. Leaves one with the impression that Egypt's financial problems were a function of the lending arrangements forced on the khedive by the bankers. Authors argue that Ismail was deposed because of his inability to pay his debts rather than as a result of his political activities. Brief but fair treatment of the Arab-Israeli wars.

4. Boutwell, Clinton. Voices of Ancient Civilizations, Leswing Communications, San Francisco, 1971, elementary, pp. 38-77.

A very good survey of ancient Egyptian culture which includes material on class structure, religion, government and contributions to modern civilization. Has little historical information.

5. __________. Voices of Emerging Nations, Leswing Communications, San Francisco, 1971, elementary, pp. 268-85.

The stress of this work is on Egyptian domestic development since the 1952 revolution, and it presents information on land reform, educational programs and the Aswan High Dam. Includes no material on Nasser's foreign policy or Arab-Israeli wars.

6. Bradley, John H. World Geography, Ginn and Co., Boston, 1971, secondary, pp. 469-70.

Depicts the Egyptian people as among the most poorly nourished and illiterate in the world today. Not recommended.

7. Brandwein, Paul F. et al. The Social Sciences: Concepts and Values. Harcourt, Brace, Jovanovich, Inc., N.Y., 1970, elementary, pp. 119-21.

Focuses on the government-- depicting it as much less centralized than most textbooks do -- and the urban middle class.

8. _____________. Sources of Identity, Harcourt, Brace, Jovanovich, Inc., N.Y., 1972, secondary, pp. 10-13, 44-45.

Much too superficial discussion of agriculture in modern Egypt for this grade level. Material on the High Dam focuses on its failures, stating that the Egyptian farmer has potentially less water than before because of the high evaporation rate and absorption into the limestone bed of Lake Nasser and that the Nile is now eroding its banks. Needs to strike a better balance between these issues and the benefits of the dam. Not recommended.

9. Branson, Margaret S. Windows of Our World: The Way People Live, Houghton Mifflin Co., Boston, 1976, elementary, pp. 100-107.

This account begins with an intriguing comment on the women who invented agriculture, but does not continue the theme, unfortunately. Does discuss the need for political organization to insure efficient irrigation and the ancient Egyptian concept of life after death.

10. Brinton, Crane et al. A History of Civilization, volume one, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1967, secondary, pp. 21-30.

The historical survey is much too brief for secondary level students, although the author rationalizes the situation by claiming that the history is not well enough known in detail to be of interest. Does include sections on society, religion, focusing on Akhenaton, and art and literature.

11. _______________. A History of Civilization, volume two, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1967, secondary, pp. 114-15, 335-36, 575-77, 611-13.

Better than average on Napoleon's campaign in Egypt and generally good on the British occupation, although the author does leave the impression that the British aided education. Good background to the 1952 revolution with an analysis of Nasser which depicts him as politically a failure, but faced by great problems.

12. Burke, Fred. Africa, Houghton Mifflin Co., Boston, 1970, secondary, pp. 43-53.

A survey of ancient Egyptian history and culture to the Assyrian conquest with the Nubian dynasty highlig[illegible]

13. Cappelluti, Frank J. and Ruth H. Grossmann. The Human Adventure: A History of Our World, Field Educational Publications, Inc., San Francisco, 1970, elementary, pp. 86-109.

Contains much more cultural than historical information, despite the book's title, with material on irrigation and farming, society, religion, the arts, and government of ancient Egypt. Nothing on the modern period.

14. Clark, James et al. Man and His World: People and Culture, Noble and Noble, N.Y., 1974, elementary, pp. 62-67.

Very brief on ancient Egyptian agriculture, society (focus on slaves) and trade. Nothing on modern period. Not recommended.

15. Cooper, Kenneth S., et al. Mankind in Time and Place: The Changing Old World, Silver Burdett Co., Morristown, N.J., 1969, elementary, pp. 30-35, 60-63.

Includes a very brief survey of ancient Egyptian agriculture, government, and contributions to modern civilization. Stresses Nasser's foreign policy failures while largely ignoring domestic reforms. Does discuss the efficiency of the fellah and the benefit of perennial irrigation. Adequate on religion with al-Azhar discussed.

16. ________. Mankind in Time and Place: Learning to Look at Our World, Silver Burdett Co., Morristown, N.J., 1969, elementary, pp. 154-67.

Discusses ancient Egyptian farming and hieroglyphics. Good on modern reforms, especially the new high dam and the advantages of perennial irrigation.

17. Couca, Frank P. and Jack R. Holland. *Eastern Hemisphere: Middle East, Western Europe, Eastern Europe*, Cambridge Book Co., N.Y., 1971, elementary, pp. 3-76 passim.

States that Ismail immediately succeeded Muhammad Ali. Generally inadequate, poor coverage of Egypt. Not recommended.

18. Crain, Clark N., et al. *Arab World, New Africa, Oriental World, Ocean World*, W.H. Sadlier, N.Y., 1972, elementary, pp. 42-44.

Very superficial coverage of Egyptian agriculture and resources. Not recommended.

19. Cutright, Prudence et al. *Living as World Neighbors*, Macmillan, N.Y., 1966, elementary, pp. 274-78.

General survey of Egypt with focus on modern farming and irrigation.

20. _________. *Living in the Old World*, Macmillan, N.Y., 1966, elementary, pp. 86-100.

Survey of ancient Egyptian contributions to modern civilization in writing, art and architecture, measurement, government. British rule depicted as very beneficial, States that revolution occurred in 1950. Very poor background on the 1956 Suez War. Not recommended.

21. _________. *Living in Our Country and Other Lands*, Macmillan, N.Y., 1966, elementary, pp. 156-60.

Discussion of the Nile Valley, agriculture, irrigation and cotton.

22. Davis, Bertha and John Javolimek. The Ways of Man: An Introduction to Many Cultures, Macmillan, N.Y.,1971, elementary, pp. 124-25, passim.

Contains a description of an Egyptian village before the revolution to contrast modern conditions. Focus of the book is on the Middle East as a unit, and it is generally very good. Morroe Berger was a consultant.

23. Davis, O.L. Learning About Countries and Societies, American Book Co., N.Y., 1971, elementary, pp. 215-20, 225-30, 234-40.

A generally good section on ancient Egypt contrasted by unacceptable coverage of recent political history. Very weak on the Suez War, the formation of the U.A.R. and the 1967 War, in which Egypt is depicted as the aggressor. Pictures contrast the modernity of Israel to Egypt's poverty.

24. Dawe, Harry A. The Ancient Near East, Charles E. Merrill, Columbus, Ohio, 1969, secondary, pp. 52-73, 91-102.

Good survey of ancient Egyptian history and civilization with discussion of political and religious evolution, including material on Amen-re and the Osiris myth. Contains good selection of translations from ancient Egyptian writing.

25. Dawson, Grace. Your World and Mine: Neighbors in the Air Age, Ginn and Co., Boston, 1975, elementary, pp. 22-26, 464-68.

Focuses on ancient Egyptian contributions to modern civilization. Very negative on both Nasser and Egyptian society (hungry and disease-ridden) while not even mentioning the domestic reforms. Not recommended.

26. Drummond, Harold R. *A Journey Through Many Lands*, Allyn and Bacon, Boston, 1969, elementary, pp. 153-60.

Includes material on modern Egypt with emphasis on agriculture, including information on how the *fellah* is overcoming the problem of soil exhaustion. Section on cities discusses Cairo with the contrast between traditional and modern aspects of the city.

27. ________. *The Eastern Hemisphere*, Allyn and Bacon, Boston, 1969, secondary, pp. 313-20.

One of the best geographical surveys of Egypt available with material on not only the Nile Valley but also the oases in the Western Desert and on resources and industry. Recommended.

28. Editors, Scholastic Book Service. *The Middle East*, Scholastic Book Services, N.Y., 1972, secondary, 46-53, 66-71, passim.

Very good contrast of village and city life in modern Egypt told through the description of the daily life of a child in each. Philip Hitti was a consultant. Recommended.

29. Educational Research Council of America. *Ancient Civilization*, Allyn and Bacon, Boston, 1971, elementary, pp. 121-27.

Brief section on ancient Egypt contrasting irrigation systems in the Nile Valley with those in the ancient Tigris-Euphrates Valley.

30. ________. *Lands of Africa*, Allyn and Bacon, Boston, 1968, elementary, pp. 41-45.

Discusses ancient Egyptian influences on Nubian civilization and the subsequent conquest of Egypt by Meroë.

31. ________. Lands of the Middle East. Allyn and Bacon, Boston, 1971, elementary, pp. 69-81.

Very good account of Cairo and the problems facing the city. Generally superficial historical background on all aspects of Egyptian political evolution, including the various wars with Israel, but probably adequate for elementary students. Balanced on Nasser.

32. Ewing, Ethel. Our Widening World, Rand McNally, Chicago, 1968, elementary, pp. 256-59, 296-97, 306-08.

Brief survey of Egyptian history from ancient to modern. States that Egypt is not an Arab country and that Egypt didn't realize the international nature of the canal, which is what led to the Suez War. Domestic reforms are discussed. Not recommended.

33. Fry, C. George and James R. King. The Middle East: Crossroads of Civilization, Charles E. Merrill Publishing Co., Columbus, Ohio, 1973, secondary, pp. 10-14, 41-45, 226-27, 239-44, 255-56, 262-63.

Only general survey of ancient Egypt but includes more material on the Fatimids and 19th and 20th century history than most textbooks. Recommended.

34. Glendinning, Robert M. Your Country and the World, Ginn and Co., Boston, 1966, elementary, pp. 480-84, 263-65.

Discusses ancient Egyptian need for trade and modern problems of overpopulation and need to maximize river resources. Good on the Suez Canal but does not discuss the Suez War.

35. Groisser, Philip L. Mastering World History, Oxford Book Co., N.Y., 1971, secondary, pp. 8-10, 275, 285-86.

Outline of ancient Egyptian history and civilization, including government, society and contributions. Also discusses ^{c}Arabi's revolt, Egyptian nationalism, and Nasser's foreign policy.

36. Hagaman, Adaline P. and Thomas J. Durrell. Basic Social Studies: 6, Harper and Row, N.Y., 1964, elementary, pp. 41-47, 175-80, 223-27, 279-84, 323-26, 367-70, 399-401.

Excellent sections on clothing, housing, food, transportation, communications, and health care in ancient Egypt. Also brief historical survey focusing on early political organization, the Hyksos occupation and the empire. Recommended.

37. Hanna, Paul R. et al. Investigating Man's World: Metropolitan Studies, Scott Foresman and Co., N.Y., 1970, elementary, pp. 248-51.

A small section on the history and description of Alexandria.

38. Harper, Robert A. People in Regions, Silver Burdett Co., Morristown, N.J., 1976, elementary, pp. 102-109, 112-115.

Generally concerned with the Nile River and the importance of dams for irrigation, but also includes material on Egypt's nomads.

39. Holt, Sol and John R. O'Connor. Exploring World History, Globe Book Co., N.Y., 1969, elementary, pp. 9-16, 480-83.

Typical account of ancient Egypt with material on the Nile flood and irrigation, pyramidal society, pyramids and contributions to modern civilization.

40. Hunnicutt, C.W. et al. The Great Adventure, L.W. Singer Co., Syracuse, N.Y., 1967, elementary, pp. 18-26, 452-58.

Material on ancient Egypt focuses on importance of irrigation to political development, the deciphering of hieroglyphics, and society in ancient Egypt. Modern material includes village life, which is depicted as having changed little, and the benefits of perennial irrigation.

41. Israel, Saul et al. World Geography Today, Holt, Rinehart and Winston, N.Y., 1976, secondary, pp. 200-05.

Compares and contrasts old and new methods of irrigation, land reform and land problems, resources and industrialization. Recommended, but surprisingly, the 1971 edition of this work is much better on Egypt than the more recent edition.

42. James, Leonard F. Africa, Latin America and the East, Pergamon Press, Inc., N.Y., 1973, elementary, pp. 76-77, 86-99.

Adequate survey of Egyptian history since World War I, but information on the Suez War is extremely disorganized, leaving one with the impression that the Canal was nationalized after the war and failing to mention Anglo-French-Israeli collusion. Nasser viewed as a positive force for reform and possibly agreement with Israel, if the Arab states would accept his leadership. The evaluation of his domestic successes and foreign failures is fair.

43. Johnson, William et al. Empires Beyond Europe: Asia, Africa and the Americas, Scholastic Book Service, N.Y., 1976, secondary, pp. 144-47.

Presents a fictionalized account of a battle between the stone-weaponed Nubian conquerors of Egypt and the metal-bearing Assyrians. Very weak on medieval Islamic history. Not recommended.

44. Jones, S. Shepard. America's Role in the Middle East, Laidlaw Brothers, River Forest, Ill., 1963, secondary, pp. 25-30.

Good section on the background to the 1956 Suez War, including speculation that the U.S. opposed financing for the High Dam because Southern senators feared an increase in Egyptian cotton production. Not clear on Anglo-French-Israeli collusion in the invasion.

45. Jones, Stephen B. and Marion F. Murphy. Geography and World Affairs, Rand McNally and Co., Chicago, 1973, secondary, pp. 224-25, 233-34.

Geographical discussion limited to the Nile and water problems. Very weak on modern Egypt with a poor explanation of the Suez crisis and the depiction of Egypt as an expansionist state. Not recommended.

46. Karpat, Kemal. The Middle East and North Africa, Harcourt, Brace and World, N.Y., 1968, secondary, pp. 62-63, passim.

About the best available discussion of Suez. Recommended.

47. Kavunedus, Thomas G. and Harold E. Hammond. The Middle East: History, Culture, People, Cambridge Book Co., N.Y., 1968, secondary, pp. 68-71, 105-106, 123-124, 136-144, 160-164.

Includes adequate historical survey from ancient to modern times, with both Muhammad Ali's reforms and the British occupation accurately described. Good study of recent developments presented through the case study of an Egyptian village. One glaring mistake is reference to King Fuad I as King Faudi (sic). Recommended.

48. Kimble, George H.T. Man and His World, Silver Burdett Co., Morristown, N.J., 1972, elementary, pp. 312-21.

Explains why the Nile was suitable for civilization with the proximity of building materials, transportation, food and manpower. Survey of ancient Egyptian social organization.

49. ________. This is Our Land, Silver Burdett, Morristown, N.J., 1975, secondary, pp. 312-21.

Essentially the same material as above.

50. King, Frederick M. et al. The Social Studies of Our World, Laidlaw Brothers, River Forest, Ill., 1972, elementary, pp. 86-91.

Discussion of ancient Egyptian agriculture, religion, focusing on Re and the Osiris myth and society.

51. Kohn, Clyde F. and Dorothy W. Drummond. The World Today, Its Patterns and Cultures, McGraw Hill Book Co., N.Y., 1971, secondary, pp. 26-27, 421-22, 432, 454-55.

Little historical information but good on recent developments, including the Aswan Dam, modernization, problem of overpopulation. Assertion that most of the world's countries resented the nationalization of the canal is doubtful.

52. Kohn, Dixie Allen. The Middle East, Oxford Book Co., N.Y., 1972, secondary, pp. 85-99 and passim.

Short survey of 19th century history. Focus is on development and improvements in health, education, role of women and general economic situation. Incorrectly states that Egypt became the U.A.R. in 1954. Recommended.

53. Kolevzon, Edward R. The Afro-Asian World: A Cultural Understanding, Allyn and Bacon, Boston, 1972, secondary, pp. 504-06, 543-48.

Ancient Egyptian material stresses geography and agriculture. Good survey of Egyptian history since the British occupation and of the domestic reforms. Poor coverage of the Arab-Israeli wars. Excellent maps. Recommended.

54. ________ and John A. Heine. Our World and its People, Allyn and Bacon, Boston, 1968, secondary, pp. 329-32.

Focuses on agriculture and Nasser's foreign policy failures.

55. Kontos, Peter G. et al. Patterns of Civilization: Africa, Cambridge Book Co., N.Y., 1975, secondary, pp. 3-5, 13-20, 35-40, 309-16, 333-35.

Presents an outline of ancient Egyptian history and sections from the Book of the Dead and the historical novel, The Egyptian. Excellent on Nasser and background to the revolution with excerpts from a biography of Farouk and Anthony Nulting's evaluation of Nasser's career. Recommended.

56. Lee, Susan D. Exploring World Regions: Eastern Hemisphere, Follett Publishing Co., Chicago, 1975, elementary, pp. 409-13.

Good but brief description of Egyptian life.

57. Linder, Bertram et al. Exploring Civilizations: A Discovery Approach, Globe Book Co., N.Y., 1974, elementary, pp. 18-21, 170-73.

Conceptually, perhaps the best textbook available for the elementary student with chapters entitled "How Breasted Learned About Egypt" and "How Did Art and Literature Reflect Egyptian Society" providing the student with much more than idle facts. Could present more material and include sections on modern Egypt. Recommended.

58. McCall, Edith et al. *Man - His World and Cultures*, Benefic Press, Westchester, Ill., 1972, elementary, pp. 171-73.

Just the opposite of the above in that it attempts to cover all aspects of ancient Egyptian history and culture in two pages. Not recommended.

59. McNeill, William H. *The Ecumene: Story of Humanity*, Harper and Row, N.Y., 1973, secondary, pp. 39-44, 63-70, 709-10, 717-18.

One of the best surveys of ancient Egyptian history available, and a very fine section on Champollion's decipherment of hieroglyphics. Modern material disappointing in that the author argues that Nasser wished to unite the entire Arab World under his leadership but desired no fundamental change.

60. Marvin, Mariah et al. *The Human Adventure*, Addison-Wesley, Menlo Park, Ca., 1976, elementary, pp. 66-80, 389-99.

Material on ancient Egypt presented through the eyes of a farm boy and includes the Osiris myth, social organization and pyramids, mentioning some of the supposed powers attributed to these structures. Negative on Nasser, discussing his foreign policy failures and stamping out of domestic opposition. Nothing on his reforms.

61. Mazour, Anatole G. and John M. Peoples. *A World History: Men and Nations*, Harcourt, Brace, Jovanovich, N.Y., 1971, secondary, pp. 17-34, 783-84.

Material on ancient Egypt includes a historical survey by kingdom with section on notable pharaohs of the New Kingdom as well as geographical and cultural surveys. Good on the Suez crisis of 1956 but there is an absence of discussion on internal developments.

62. ________ et al. The People of Africa and Asia, William H. Sadlier, N.Y. and Chicago, 1974, secondary, pp. 82-89.

Positive section on Egypt contrasting the lack of democracy with the great improvements made by the government. Cites population growth and wars with Israel as the principal problems facing the country.

63. ________ et al. The People of the Middle East and North Africa, William H. Sadlier, N.Y. and Chicago, 1973, elementary, pp. 82-89.

Emphasis on agriculture and peasant life with the benefits of the High Dam viewed as offset by population growth. Good contrast of old and new Cairo with al-Azhar mentioned. No discussion of the Arab-Israeli wars, and Nasser is not mentioned by name.

64. Newhill, Esko and Umberto LaPaglia. Exploring World Cultures, Ginn and Co., Lexington, Mass., 1974, secondary, pp. 53, 71-72.

Muhammad Ali mentioned as improving Egypt. Modern development, especially in agriculture, seen as aided by Nasser's reforms but hurt by population growth and wars with Israel. Needs elaboration.

65. Oliver, Carl and Robert Sobel. Our Changing World: Man, the World and Social Studies, Laidlaw Brothers, River Forest, Ill., 1969, elementary, pp. 49-51.

Superficial coverage of ancient Egypt focusing on geography, history and trade. Not recommended.

66. Patterson, Franklin et al. Man Changes His World, L.W. Singer Co., Syracuse, N.Y., 1967, elementary, pp. 153-66.

Very general introduction to ancient Egyptian civilization, touching briefly on agriculture, art, religion. Text is sexist in that the three children involved in the story are stereotyped, especially the little girl. Not recommended.

67. Pearson, Robert P. Through Middle Eastern Eyes, Praeger, N.Y., 1975, secondary.

A collection of writings about the Middle East written by Middle Easterners. Includes exerpts from Nasser's philosophy of the revolution. Recommended.

68. Peretz, Don. The Middle East, Houghton Mifflin Co., Boston, 1973, secondary, pp. 37-42, 154-181.

Excellent historical survey from ancient to modern. Recommended. Also a companion volume of readings available.

69. Petrovich, Michael B. and Philip D. Curtin. The Human Achievement, Silver Burdett Co., Morristown, N.J., 1970, secondary, pp. 26-30, 474-75, 742-43.

Only general historical information on ancient Egypt, Muhammad Ali, the British occupation and Nasser. Superficial but balanced.

70. Polansky, Lucy, et al. The Changing Earth and its People, Allyn and Bacon, Boston 1967, elementary, pp. 127-30, 213-24.

Focus is on geography and society with very good sections on the Suez Canal, although the stress is on its importance to Europe, the Nile and irrigation and on geography outside of the Valley. Good balance among Bedouin, fellah and urban life. Recommended.

71. Pope, Billy and E. Vaughn Huffstutler, Our World, Taylor Publishing Co., Dalles, 1971, elementary, pp. 161-64.

Focus is on Cairo with a good balance in both pictures and text in the contrast between old and new.

72. Preston, Ralph C. et al. Culture Regions in the Eastern Hemisphere, D.C. Heath and Co., Lexington, Mass., 1971, elementary, pp. 22-27, 45-52.

Development of ancient civilization attributed to geographical isolation and need to organize irrigation. Good section on Cairo, presenting a brief history of the city. Government reforms viewed as positive but hurt by war and a lack of resources for industrialization.

73. ______________. Four Lands, Four Peoples, D.C. Heath and Co., Boston, 1966, elementary, pp. 82-157.

An extensive, excellent account of agriculture in Egypt with short sections on bedouin life and life on an oasis. Balanced on the benefits and failures of the Aswan High Dam. Good on manufacturing and other governmental reforms. Recommended.

74. Randall, John R. Middle East, Ginn and Co., N.Y., 1968, secondary, pp. 85-86.

Very general survey on the Middle East with little specific information on Egypt. Short, favorable biography of Nasser.

75. Reed, James F. Eastern Lands, Allyn and Bacon, Boston, 1968, secondary, pp. 32-39.

Brief historical survey of ancient Egypt with material on contributions to modern civilization. Information on modern Egypt is generally inaccurate stating that Nasser had difficulty deciding from whom to accept aid for Aswan and ultimately turned down American aid. Depicts conflict with Israel as resulting from border disagreement. Not recommended.

76. Rich, Evelyn J. and Immanuel Wallerstein. Africa: Tradition and Change, Random House, N.Y., 1972, secondary, pp. 95-104, 121-123.

A collection of articles on African history by various scholars. Includes material on ancient Egypt, the Greeks in Egypt, Muhammad Ali and Nasser.

77. Roehm, A. Wesley et al. The Records of Mankind, D.C. Heath and Co., Lexington, Mass., 1970, secondary, pp. 21-27, 627-29.

Section on ancient Egypt surveys history, religion (focus on Akhenaten), literature, art, architecture and science. Credits Nasser with founding the Arab League and depicts his internal policies as designed to increase his popularity. Not recommended.

78. Rogers, Lester B. et al. Story of Nations, Holt, Rinehart and Winston, N.Y., 1973, secondary, pp. 17-44, 644-47, 779-80.

Very good coverage of ancient Egypt with good survey on history and impact of geography on the formation of ancient civilization. Modern section not as good with confusing explanation of events surrounding Suez crisis, stating that Nasser bought arms from the communists in 1958, thereby causing the cancellation of American aid in 1956! Egypt seen as in the communist camp.

79. Roselle, Daniel. A World History: A Cultural Approach, Ginn and Co., Boston, 1976, secondary, pp. 34-52, 564-66, 712-14, 717-18.

Adequate coverage of ancient Egypt with material on the influence of geography, and a historical survey. British occupation attributed to fears for the canal and financial problems. Poor on modern history.

80. Rosenfeld, Erwin and Harriot Geller. Afro-Asian Culture Studies, Baron's Educational Series, Inc., N.Y., 1974, secondary, passim.

The extremely superficial coverage of the Middle East includes virtually nothing on Egypt. Not recommended.

81. Sankowsky, Suzanne H. and Claire Hirshfield. Mainstreams of World History, Oxford Book Co., N.Y., 1975, secondary, pp. 16-34, 532-33.

Survey of ancient Egyptian civilization has an overemphasis on slavery. Extremely brief on the 1956, 1967 and 1973 wars, stating that Russian aid has encouraged belligerency.

82. Saveland, Robert N. et al. World Resources, Ginn and Co., Boston, 1968, secondary, pp. 111-158.

Excellent coverage of transportation and communication, mining and manufacturing, fishing and forestry and agriculture and grazing. Recommended.

83. Schultz, Mindella. Inquiring About Technology: Studies in Economics and Anthropology, Holt, Rinehart and Winston, N.Y., 1972, primary, pp. 14-31, 267-68.

Long section on hieroglyphics which is overdone and could be simplified. Short discussion on the problem of cotton worms and Egypt's solution.

84. Schwartz, Melvin and John R. O'Connor. Exploring the Non-Western World, Globe Book Co., 1968, secondary, pp. 159-63.

Much too brief historical survey. Main concern is with Egypt's problems of health care, food and over-population, but only briefly mentions the measures taken to alleviate them. Very negative treatment. Not recommended.

85. __________. The New Exploring a Changing World, Globe Book Co., N.Y., 1975, secondary, 387-92.

Same as above.

86. Senesh, Lawrence. Regions of the World, Science Research Association, Chicago, 1973, elementary, passim.

Egypt is only mentioned in passing.

87. Shah, Romesh et al. Communities Around the World, William H. Sadlier, N.Y. and Chicago, 1971, elementary, pp. 152-53, 230-31.

Very general account of ancient Egypt stressing pyramids and the Hebrews in ancient Egypt.

88. Shorter, Bani et al. Eleven Nations, Ginn and Co., Lexington, Mass., 1972, secondary, pp. 152-87.

Excellent geographical and historical survey of ancient and modern Egypt. Recommended.

89. Snyder, Louis L. Panorama of the Past, volume one, Houghton Mifflin, Boston, 1966, secondary, pp. 23-26, 101-02.

Short pieces from source materials on ancient Egypt.

90. Sorensen, Clarence W. A World View, Silver Burdett Co., Morristown, N.J., 1968, elementary, pp. 68-70.

Stresses agriculture in ancient Egypt.

91. __________. Old World Lands, Silver Burdett Co., Morristown, N.J., 1968, elementary, pp. 290-96.

Focus is on the Nile and agriculture with good explanation of various irrigation techniques.

92. __________. Our Big World, Silver Burdett Co., Morristown, N.J., 1968, elementary, pp. 96-105.

A discussion of village life in the Nile Valley. Contrasts old and new Cairo.

93. Stavrianos, Leften S. et al. A Global History of Man, Allyn and Bacon, Boston, 1974, secondary, pp. 644-48, 631, 665-66.

Excellent on the Arab-Israeli wars, providing good background to the conflicts, especially 1956. Only brief discussion of internal reforms. Recommended.

94. __________. Readings in World History, Allyn and Bacon, Boston, 1965, secondary, pp. 47-51, 534-36, 560-62.

Short articles on deciphering hieroglyphics, Nasser's Arab nationalism, and the Aswan High Dam. Recommended.

95. __________. The World of Mankind: Man the Toolmaker, Follett Publishing Co., Chicago, 1973, elementary, pp. 176-78, 199-200.

Discussion of the importance of irrigation to the formation of government.

96. Steinberg, Samuel. Government and Politics in Today's World, Oxford Book Co., N.Y., 1973, secondary, pp. 181-86.

Positive description of government under Nasser and Sadat.

97. Thurston, Ernest L. et al. Homelands Beyond the Sea, Iroquois Publishing Co., Columbus, Ohio, 1960, elementary, pp. 391-97.

General survey of contemporary Egyptian agriculture, society and history. Dated. Not recommended.

98. __________. Homelands of the World, Iroquois Publishing Co., Columbus, Ohio, 1960, elementary, pp. 141-48.

The authors' knowledge of Egypt and the Arab World in general is brought into some doubt by their referring to two characters in their narrative as Ibn and Abdul. Not recommended.

99. __________. Our Homeland and the World, Iroquois Publishing Co., Columbus, Ohio, 1960, elementary, pp. 426-27.

Very general survey of the U.A.R.

100. Wallbank, T. Walter et al. Living World History, Scott, Foresman and Co., Glenview, Ill., 1969, secondary, pp. 40-49.

Survey of ancient Egyptian society and history. Very little information on modern Egypt although the material presented is generally fair and accurate.

101. Wann, Kenneth D. et al. Man and His Changing Culture, Allyn and Bacon, Boston, 1967, elementary, pp. 64-73.

Adequate discussion of Egypt's climate and geography and ancient Egyptian architecture, hieroglyphics, religion and society.

102. Weitzman, David and Richard E. Gross. The Human Experience, Houghton Mifflin, Boston, 1974, secondary, pp. 266-70, 474-77.

This work does not include a general survey of ancient Egypt but has two interesting sections, one on hieroglyphics and one on ancient Egyptian medicine. Recommended.

103. Welty, Paul T. Man's Cultural Heritage: A World History, J.B. Lippincott, Philadelphia, 1970, secondary, pp. 163-67, 189-92, 216-18.

Good survey of ancient Egyptian history by period with a special section on art and architecture. Extremely brief historical survey to Nasser, with nothing on the wars with Israel. Positive statement on Nasser citing his reforms.

104. West, Ralph O. The Human Side of World History, Ginn and Co., Boston, 1971, secondary, pp. 4-7, 14-15, 31-32, 136-37.

Source material on Egyptian history from ancient to Disraeli's purchase of the canal. Recommended.

105. Wittenberg, Eliot. Patterns of a Changing World, Noble and Noble, N.Y., 1971, elementary, pp. 59-85.

Survey of ancient Egyptian society and culture with material on city and town life, three classes of society, trade, lives of women, religion, arts and literature. Recommended.

106. Yates, Howard O. How People Live in the Middle East, Benefic Press, Chicago, 1971, elementary, pp. 15-18, 47, 70-71.

Good historical survey of ancient Egypt with a discussion of each period. Nasser depicted as a dictator. Advantages of the Aswan Dam cited.

107. Yohe, Ralph S. et al. Exploring World Regions: Eastern Hemisphere, Follett Publishing Co., Chicago, 1975, elementary, pp. 409-13.

Focus of this material is on changes in village life and the contrasts between old and new Cairo.

108. Zebel, Sydney H. and Sidney Schwartz. Past to Present: A World History, Macmillan Co., N.Y., 1960, secondary, pp. 22-29, 571, 664.

Survey of ancient Egyptian culture focusing on the establishment of political organization as a result of irrigation, society, religion, arts and crafts. Nasser depicted as Soviet ally. Not recommended.

109. Zweig, F. et al. Ancient Civilization, Educational Research Council of Greater Cleveland, Cleveland, 1967, elementary, pp. 93-106.

Material focuses on ancient irrigation and pyramids.

SUPPLEMENTARY BOOK BIBLIOGRAPHY

1. Aldred, Cyril. Egypt to the End of the Old Kingdom, Thames and Hudson, London, 1965, 140 p., illustrated, map, chronology, bibliography, index, grades 9-12.

   This is a cultural history of Egypt from pre-historic times to 2160 B.C. The emphasis, as with most material on this early period in Egyptian history, is on the visible remains of the ancient civilization, especially architecture and sculpture. Excellent photographs. Recommended.

2. Alter, Robert E. The Treasure of Tenakerton . Putnams, N.Y., 1964, 191 p., illustrated, grades 6-9, fiction.

   A young army officer searches for the missing city of Tenakertom in this tale taking place in the Egypt of Akhnaten and Tutankhamen. Historically suspect.

3. Asimov, Isaac. The Egyptians. Houghton Mifflin, Boston, 1967, 256 p., map, time chart, index, grades 7-12.

   A survey of Egyptian history from pre-historic times to the Muslim conquest. This book is the only real source for the student interested in the later periods of ancient Egyptian history and the Christian era. Could be improved by the inclusion of the type of photographs that mark so many other books on early Egyptian history. Recommended.

4. _______. The Near East: 10,000 Years of History. Houghton Mifflin, Boston, 1968, grades 7-12, passim.

   Asimov does not consider Egypt to be part of the Near East so Egypt is only mentioned when it comes into contact with its Asian neighbors.

5. _______. Words on the Map, Houghton Mifflin, Boston, 1962, grades 7-12, pp. 38.

   A gazetteer for secondary school students with short articles on Alexandria and Cairo but nothing on Egypt, United Arab Republic, or the Suez Canal.

6. Barnett, Corelli. The Battle of el-Alamein, MacMillan Co., N.Y., 1964, 90 p., illustrated, reading list, index, grades 5-9.

   Includes information on the importance of Egypt to the British war effort, stressing the Suez Canal. Excellent on the actual battle, but no information on politics in Egypt during the war.

7. Baumann, Hans. Alexander's Great March, Henry Z. Walck, N.Y., 1968, grades 8-12, pp. 40-45.

   Discusses Alexander's conquest of Egypt, the establishment of Alexandria and the visit to the oracle at Siwah where Alexander is proclaimed a god, but as with almost all of the biographies on conquerors of Egypt, this book provides no information on the country.

8. ________. The World of the Pharaohs, Pantheon Books, N.Y., 1961, 254 pp., illustrated, map, glossary, dynastic chart, grades 7-8.

Egyptology, ancient Egyptian culture and history all presented in a story of a boy's travels among the ruins of his country. Excellent color photographs. Recommended.

9. Berry, Erick. Honey of the Nile, Oxford University Press, N.Y., 1938, 255 pp., bibliography, grades 5-8, fiction (reissued and revised edition: Viking Press, 1963).

A well-written story of the struggle of King Tutankhamen's wife, Ankhesamon, to keep monotheism alive in Egypt. Recommended.

10. Brander, Bruce. The River Nile, National Geographic Society, Washington, D.C., 1966, grades 7-12, pp. 123-204.

This beautiful book is a travelog down the Nile River from its origins in Ethiopia and Uganda to the Mediterranean. The emphasis of the photographs is on ancient Egypt, but the text includes good information on modern Egyptian life. Recommended.

11. Brooks, Lester. Great Civilizations of Ancient Africa, Four Winds Press, N.Y., 1971, grades 7-11, pp. 13-99.

A sympathetic if somewhat uncritical view of ancient Egyptian history from c. 3000 B.C. to the Assyrian conquest in 654 B.C. There is a large gap in the narrative between the reign of Tutankhamen and the establishment of the Nubian dynasty. Adopts the view that ancient Egypt was a Black African civilization.

12. Brooksbank, Frank H. Legends of Ancient Egypt: Stories of Egyptian Gods and Heroes, Thomas Y. Crowell, N.Y., 192?, 256 p., juvenile (also available under the title Stories of Egyptian Gods and Heroes).

Unavailable for review.

13. Brown, Jeanette. Deedee's Holiday. Friendship Press, N.Y., 1956, juvenile, fiction.

Not very good on Egypt. Not recommended.

14. Bruckner, Karl. The Golden Pharaoh, Pantheon Books, N.Y., 1959, illustrated, grades 6-9.

The focus of this work is Egyptology with accounts of Carter's discovery of King Tutankhamen's tomb and his archaeological methods, the discovery of the Rosetta stone, and Champollion's deciphering of the hieroglyphics and other lesser early Egyptologists.

15. Burchell, S.C. Building the Suez Canal, American Heritage Press, N.Y., 1966, 153 p., illustrated, reading list, maps, index, grades 6-12.

Beautifully illustrated history of the canal to 1956, but the emphasis is on European politics rather than on Egypt. The book is sympathetic towards Nasser's nationalization of the canal but misinterprets the Anglo-French-Israeli actions arguing that Britain and France intervened only after the Israeli invasion in order to protect the canal.

16. __________. Getting to Know the Suez Canal, Coward, McCann and Geoghegan, N.Y., 1971, 61 p., illustrated, grades 3-4.

Traces the history of the canal, with emphasis on Europe, and discusses its role in revolutionizing world trade.

17. Burland, Cottie A. Ancient Egypt, Hulton Educational Publications, London, 1965, 95 p., illustrated, index, grades 4-8.

A very general work on life in ancient Egypt with little historical information but good for basic discussion of government, religion and daily life.

18. Caldwell, John C. Let's Visit the Middle East, John Day Co., N.Y., 1973, grades 4-8, pp. 35-49.

Depicts Nasser as an aggressive dictator, fomenting revolution throughout the Middle East and war against Israel. Not recommended.

19. Carpenter, Allan. Egypt (United Arab Republic), Children's Press, Chicago, 1972, 96 p., illustrated, map, index, grades 5-12.

Generally speaking, an extremely fair presentation of all aspects of Egyptian life, culture, government and development. Only distraction is an extremely general, often inaccurate historical survey which refers to Saladin as a Caliph, Muhammad Ali as Ali, and the U.S. as refusing to finance the Aswan Dam after the 1956 war.

20. Casson, Lionel. Ancient Egypt, Time Inc., N.Y., 1965, 192 p., illustrated, maps, chronology, god list, bibliography, index, grades 7-12.

A beautifully illustrated book with excellent surveys on history, religion, society, art and Egyptology. Recommended.

21. Cavanna, Betty. Ali of Egypt, Franklin Watts, N.Y., 1966, 68 p., illustrated, map, juvenile.

Rather simplistic story of a 9 year-old boy from Aswan. Tells extremely little about Egypt or the new High Dam. Not recommended.

22. Christie, Trevor L. Legacy of a Pharaoh: The United Effort to Save Abu Simbel, J.B. Lippincott, N.Y. and Philadelphia, 1966, 122 p., illustrated, maps, index, grades 7-9.

Story of the salvaging of the many temples threatened by Lake Nasser. Contains short histories of the reign of Rameses II, the builder of Abu Simbel, and Nasser's decision to build the High Dam.

23. Chubb, Mary. An Alphabet of Ancient Egypt, Franklin Watts, N.Y., 58 p., illustrated, grades 4-6.

For the younger reader as the topics discussed for each letter of the English alphabet are presented very simplistically. Not recommended.

24. Coatsworth, Elizabeth J. Bess and the Sphinx, MacMillan Co., N.Y., 1948, 88 p., juvenile, fiction.

Autobiographical account of a small girl's adventures in Egypt. Presents little material on Egypt and gives the student little feeling for the country. Not recommended.

25. Collins, Robert and Robert Tignore. Egypt and the Sudan, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1967, 180 p., reading list, map, index, grades 9-12.

The most detailed account of the modern history of Egypt written for the secondary school student. Brief introduction to geography and history prior to the French invasion of 1798. Focus is on internal developments so the book is very weak on Arab-Israeli wars. Recommended.

26. Coolidge, Olivia. Egyptian Adventures, Houghton Mifflin, 1954, 209 p., illustrated, grades 7-12, fiction.

Twelve stories derived from various tomb paintings depicting life in ancient Egypt during the New Kingdom. Excellent historical fiction. Recommended.

27. __________. Tales of the Crusades, Houghton Mifflin, 1970, grades 9-12, pp. 89-117.

Historical fiction on the Crusades with Saladin, the Sultan of Egypt, playing an important role. Provides no real information on Egypt.

28. Copeland, Frances. Land Between: The Middle East, Abelard-Schuman, N.Y., 1958, passim.

Copeland does not consider Egypt to be a part of the Middle East so the country receives only passing mention.

29. Corley, Anthony. The True Story of Napoleon, Emperor of France, Children's Press, Chicago, 1964, grades 5-8, pp. 37-42.

Only covers the conquest of Egypt by Napoleon in 1798 with no information on the Mamlukes or Egypt in the closing years of the 18th century.

30. Cormack, Maribelle. Imhotep: Builder in Stone, Franklin Watts, Inc., N.Y., 1965, 112 p., chronology, index, grades 7-10.

Very good source on the history, culture and daily life in the Old Kingdom, including information on Zoser's Step Pyramid, designed by Inhotep, and the other pyramids. Could be improved by including photographs. Recommended.

31. Cottrell, Leonard. Five Queens of Ancient Egypt, Bobbs-Merrill Co., N.Y., 1969, 181 p., illustrated, bibliography, index, grades 7-12.

The focus of this book is on five queens of the New Kingdom, including Hashepsut, Nefertiti and Ankhesamun, but this very good book also discusses the daily life of lesser women in ancient Egypt. Recommended.

32. __________. Land of the Pharaohs, World Publishing Co., Cleveland and N.Y., 1960, 127 p., illustrated, map, chronological chart, reading list, index, grades 6-9.

An account of ancient Egyptian beliefs, practices and history intwined in a semi-fictional tale from the time of Tutankhamen. Also includes material on Egyptology.

33. __________. Life Under the Pharaohs, Holt and Co., N.Y., 1960, 255 p., illustrated, dynastic table, bibliography, index, grades 6-10.

An excellent book on life of the common man in the New Kingdom. Includes material on the houses they lived in, how they amused themselves, activities of women and children, the soldier and the scribe, the doctor and the craftsman. Introduction is most important comment on the study of ancient Egypt. Semi-fictional. Recommended.

34. __________. Reading the Past: The Story of Deciphering Ancient Languages, Crowell and Collier, N.Y., 1971, grades 7-12, pp. 10-58.

A good history of the deciphering of hieroglyphics, the ancient Egyptian language, and its use for modern historians and other scholars. Recommended.

35. __________. The Secrets of Tutankhamen's Tomb, N.Y. Graphic Society, Greenwich, Conn., 1964, 139 p., illustrated, index, grades 7-10.

Only one of many books on the discovery and excavation of Tutankhamen's tomb by Carter. Very good description of Carter's archaeological method. Based on Carter's own memoirs of the excavation.

36. ____________. The Warrior Pharaohs, Putnam, N.Y., 1969, 137 p., illustrated, index, grades 7-11.

The lives of a number of pharaohs from Menes, the unifier of ancient Egypt, to Rameses II, the builder of Abu Simbel. Good historical source but not as well written as this author's other works.

37. Crayder, Teresa. Cleopatra, Coward-McCann, N.Y., 1969, 119 p., juvenile.

Not available for review.

38. Davidson, Basil. African Kingdoms, Time, Inc., N.Y., 1966, grades 7-12, pp. 33-35.

Egypt's African origins and the subsequent impact of the ancient kingdom on the African continent.

39. Davis, Jean. Cleopatra's Egypt. Grosset, N.Y., 91 p., illustrated, index, grades 6-9.

A biography of Cleopatra which is part fact and part fiction. Like most biographies of this famous queen, the focus is on her life with Julius Caesar and Marc Antony and not on the Egypt of the Ptolemies.

40. Drower, Margaret. Nubia: A Drowning Land. Atheneum, N.Y., 1970, 96 p., illustrated, grades 6-12.

A chronological history of Nubia based, partly, on the material gathered by the many archaeological surveys undertaken in the region before it was flooded by Lake Nasser.

41. Duggan, Alfred. Julius Caesar: A Great Life in Brief, Alfred A. Knopf, N.Y., 1955, juvenile, pp. 163-68.

No information on Egypt except that Alexandria was captured.

42. Dupuy, Trevor N. The Military Life of Alexander the Great of Macedon, Franklin Watts, N.Y., 1969, grades 7-12, pp. 75-76.

Mentions the conquest of Egypt but includes less material on Egypt than most biographies of Alexander.

43. __________. The Military Life of Julius Caesar, Imperator, Franklin Watts, N.Y., 1969, grades 7-12, pp. 140-48.

A description of Caesar's conquest of Alexandria with a detailed discussion of military maneuvers but little else.

44. Edwards, Margaret D. Child of the Sun, Beacon Press, Boston, 1967, 111 p., glossary and pronunciation guide, grades 4-8.

An account of Akhenaton, the monotheist, including material on Egyptology with a discussion of the discovery of the Amarna Letters, the cuneiform texts which are our principal source of information on Akhenaton, and King Tutankhamen's tomb.

45. Ellis, Harry. The Arabs, The World Publishing Co., Cleveland and N.Y., 1958, grades 6-12, passim.

Very little information on Egypt.

46. Fairservis, Walter A., Jr. Egypt: Cift of the Nile, Macmillan, N.Y., 1963, 146 p., map, illustrated, glossary, bibliography, index, grades 6-12.

A good survey of ancient Egyptian history from pre-dynastic period to the Assyrian conquest. Includes sections on arts and crafts, trade, hieroglyphics, with a stress on Egypt's debt to Africa.

47. Feigenbaum, Lawrence H. Israel: Crossroads of Conflict, Rand McNally, Chicago, 1968, grades 6-9.

Not available for review.

48. Fenton, Sophia. Ancient Egypt: A Book to Begin On, Holt, Rinehart and Winston, N.Y., 1971, 44 p., map, illustrated, grades 4-6.

A brief survey of ancient Egyptian history and culture for the younger reader. Includes material on daily life, early inventions that influenced later civilizations and Egyptology.

49. Fisher, Inge. Christophe in Egypt: The Odyssey of Pharaoh's Cat. Lion Press, N.Y., 1968, 154 p., grades 5-12, fiction.

The adventures of Christophe the cat, a modern day resident of the New York Metropolitan Museum who finds himself in ancient Egypt. This very confusing tale will provide little understanding about ancient Egypt. Not recommended.

50. Fuller, J.F.C. The Generalship of Alexander the Great, Eyre and Spottiswoode, London, 1958, grades 9-12, pp. 101-06.

Presents the typical material on Alexander's conquest of Egypt, including the founding of Alexandria and Alexander's visit to Siwah. Also presents information on Macedonian administration.

51. Gartler, Marion, et al. Understanding Egypt (United Arab Republic), Laidlaw Brothers, River Forest, Ill., 1962, 62 p., illustrated, maps, glossary, grades 5-8.

Balanced introduction to modern Egypt with a focus on life and religion. The historical survey is less than adequate with poor background to the 1956 war and some hostility to Nasser, including a long discourse "proving" that he was a dictator.

52. Gere, Frances K. Once Upon a Time in Egypt. Longman's, N.Y., 1937, 71 p., illustrated juvenile fiction.

The story of two children and their daily experiences during the Old Kingdom period.

53. Glubok, Shirley. The Art of Ancient Eypgt, Atheneum, N.Y., 1962, 48 p., illustrated, grades 1-5.

An excellent introduction to ancient Egyptian art, painting, sculpture and metal work, with the easy to read text not only describing the pictured object, but using it to discuss principles of the art and its function. Recommended.

54. __________. Discovering Tut-ankh-Amen's Tomb, Macmillan, N.Y., 1968, 144 p., illustrated, grades 6-8.

A detailed examination of the discovery and subsequent excavation of Tutankhamen's tomb with descriptions of many of the objects. This book is an adaption of Howard Carter's three volume study of the tomb and includes many of the original photographs from the site. Recommended.

55. Goodenow, Earle. The Last Camel, Henry Z. Walck, N.Y., 1968, 28 p., illustrated, grades K-3, fiction.

An amusing story of a camel who was usually last but ends up first. Little on Egypt, but a good book.

56. Green, Roger L. Ancient Egypt, John Day Co., N.Y., 1963, 112 p., map, illustrated, time line, index, grades 8-10.

This book is an interpretive history of ancient Egypt to the Roman conquest which may trouble some experts on Egyptian history as many conjectures are presented as facts. The book is balanced on all historical periods with an excellent chapter on cosmology.

57. __________. Tales of Ancient Egypt, Henry Z. Walck, N.Y., 1968, 216 p., illustrated, map, time chart, grades 8-10.

A fine collection of religious, magical and adventure stories from ancient Egypt with historical information on the tales presented in the prologue. Recommended.

58. Guerard, Albert. Napoleon I: A Great Life in Brief, Alfred A. Knopf, N.Y., 1969, young adult, pp. 30-33.

Very poor on Napoleon's campaign in Egypt.

59. Gunter, John. Alexander the Great, Random House, N.Y., 1953, grades 7-9, pp. 97-104.

Brief discussion of the conquest of Egypt, establishing of Alexandria and visit to Siwah, but no background on Egypt or information on impact.

60. __________. Julius Caesar, Random House, N.Y., 1959, grades 7-11, pp. 130-36, 170-72.

Some background to the Ptolemaic dynasty but is basically concerned with Caesar and Cleopatra. Shakespeare is listed among the principal sources!

61. Hambly, Wilfrid D. Desert Boy, Benefic Press, Chicago, 1957, pp. 103-14.

Story of a Taureg boy's visit to Cairo and the pyramids. Not very good. Not recommended.

62. Hamilton, Franklin. The Crusades, Dial Press, N.Y., 1965, grades 7-10, passim.

Discusses Saladin's role in the crusades and presents some background to the Mamlukes, but the focus is on Palestine with little information on Egypt.

63. Harris, Rosemary. The Bright and Morning Star, Macmillan, N.Y., 1972, 254 p., grades 7-12, fiction.

64. __________. Moon in the Cloud, Macmillan, N.Y., 1969, 182 p., grades 7-12, fiction.

65. __________. The Shadow of the Sun, Macmillan, N.Y., 1970, 198 p., grades 7-12, fiction.

This trilogy concerns the adventures of a Canaanite, Reuben, and his wife and son in ancient Egypt, called Kemi. Well-written.

66. Hawkes, Jacquetta. Pharaohs of Egypt, American Heritage Publishing Co., N.Y., 1965, 152 p., illustrated, maps, bibliography, index, grades 6-12.

A beautifully illustrated study of ancient Egypt and Egyptology. The focus is on the New Kingdom period with material on Thutmose III, Akhenaton, and Rameses. Excellent chapter on pharaonic government. Recommended.

67. Hawkins, G.S. Beyond Stonehenge. Harper and Row, N.Y., 1973, young adult, pp. 193-218.

Very good chapter on the Temple of Karnak, arguing that the structure was originally aligned with the mid-winter sunrise.

68. Henderson, Larry. Egypt and the Sudan: Countries of the Nile, Thomas Nelson, Inc., Camden, N.J. and N.Y., 1971, grades 6-12, pp. 11-165.

Focus of this book is on history with an emphasis on recent events. Very good account of Nasser and the Arab-Israeli wars and on society and development in contemporary Egypt. Section "The Coming of Islam" is extremely confusing and sometimes inaccurate.

69. __________. The Arab Middle East, Thomas Nelson, Inc., Camden, N.J. and N.Y., 1970, grades 6-12, passim.

This book focuses on Arabia and the Fertile Crescent with Egypt mentioned only as it becomes involved with other Arab states, notably in the establishment of the United Arab Republic and the Arab-Israeli wars. Good.

70. Hi Neighbor, Book No. 5, Hastings House, N.Y., 1962, pp. 52-63.

Includes all sorts of information on Egypt, including an Egyptian folksong and story, summaries of history, geography and culture. For the young child. Recommended.

71. Hirshfeld, Burt. The Vital Link: The Story of the Suez Canal, Julian Messner, 1968, 187 p., maps, illustrated, bibliography, index, grades 8-10.

The history of the canal to the 1967 Arab-Israeli war, including information on its precursors in pharaonic times and material on the 1956 Suez War. As with most books on the canal, this one focuses on the role of the canal in international trade. Has a slight pro-Israeli bias.

72. Hoffman, Gail. The Land and People of Israel. J.B. Lippincott Co., Philadelphia and N.Y., 1972, grades 6-12, passim.

Compares the people of Israel to the toiling millions of Egyptians living in miserable hovels and weakened by disease. Not recommended.

73. Honour, Alan. The Man Who Could Read Stones: Champollion and the Rosetta Stone, Hawthorn Books, N.Y., 1966, grades 8-12, passim.

Good account of the deciphering of the Rosetta Stone, but aside from material on Napoleon's invasion, not much on Egypt.

74. Hornblow, Leonora. Cleopatra of Egypt, Random House, N.Y., 1962, 184 p., illustrated, bibliography, index, grades 3-7.

Focus is on later years of Cleopatra's life and her relations with Caesar and Antony. Superficial background to the Ptolomies.

75. Howard, Alice W. The Princess Runs Away: A Story of Egypt in 1900 B.C., Macmillan, N.Y., 1934, 103 p., juvenile fiction.

Adventures of a bored princess.

76. __________. Sokar and the Crocodile: A Fairy Story of Egypt, Macmillan, N.Y. 1941, 59 p., juvenile fiction.

Story of Sokar's adventures in attempting to keep a promise to a crocodile that has turned into a prince. For the younger child.

77. Isenberg, Irwin. Caesar, American Heritage Publishing Co., N.Y., 1964, grades 7-11, pp. 119-38.

Beautifully illustrated book with a brief description of the Roman conquest of Egypt and Cleopatra but does not tell you much about Egypt in the time of the Ptolemies.

78. James, Thomas G. The Archaeology of Ancient Egypt, Henry Z. Walck, N.Y., 1972, 144 p., illustrated, map, reading list, index, grades 8-12.

Excellent historical introduction covering period up to Alexander's conquest, including a discussion of the sources. Presents account of various famous excavations and the deciphering of hieroglyphics by Champollion. Recommended.

79. __________. Myths and Legends of Ancient Egypt, Grosset and Dunlap, N.Y., 1971, 159 p., map, illustrations, index, grades 5-12.

A collection of ancient Egyptian stories with excellent introductions to the different literary genres that the tales represent. Also presents an excellent illustrated list of Egyptian gods.

80. Johnson, E. Harper. *Piankhy the Great*, Nelson, 1962, 96 p., illustrated, grades 6-12.

    A good biography of the Nubian conqueror of Egypt and account of life in Nubia.

81. Jones, Ruth F. *Boy of the Pyramids: A Mystery of Ancient Egypt*, Random House, N.Y., 1952, 140 p., grades 1-5, fiction.

    A mysteriously rich nobleman and a dead pharaoh's jewels make up this good tale of ancient Egypt. Recommended.

82. Joy, Charles R. *Island in the Desert: The Challenge of the Nile*, Coward-McCann, Inc., N.Y., 1959, 96 p., illustrated, maps, index, grades 6-9.

    Perhaps too much emphasis on the *fellahin*, but the presentation is fair and accurate. Very positive on the programs of Nasser's regime as they are seen as having been a great benefit to the Egyptian people.

83. Kenworthy, Leonard. *Leaders of New Nations*, Doubleday and Co., Garden City, N.Y., 1959, grades 8-12, p. 153-73.

    A fair short biography of Nasser, although his style, depicting Nasser as a bowler, is somewhat distracting.

84. Kingsbury, Robert C. and Norman J. Pounds. *An Atlas of Middle Eastern Affairs*, Praeger, N.Y., 1964, grades 9-12, pp. 88-97.

    Includes maps on landscape, the Nile, the Suez Canal, and a chart on Nile water resources with accompanying text. Good, fair presentation. Recommended.

85. Komroff, Manuel. Napoleon, Julian Messner, Inc., N.Y., 1954, grades 8-12, pp. 44-54.

Napoleon in Egypt but little about Egypt.

86. __________. Julius Caesar, Julian Messner, Inc., N.Y., 1970, grades 7-12, pp. 137-41.

Usual account of the conquest of Egypt and Cleopatra,with nothing about Egypt.

87. Kubie, Nora B. Israel, Franklin Watts, N.Y., 1975, grades 4-6, pp. 71-2, 79-82.

Short discussion of the Arab- Israeli wars stressing the overwhelming Egyptian population and military resources.

88. Laskowski, Jerzy. Master of the Royal Cats, Seabury, N.Y., 1965, unpaged, grades K-2.

Humorous tale of how cats came to be the favored pets in ancient Egypt.

89. Leacroft, Helen and Richard. The Buildings of Ancient Egypt, William R. Scott, N.Y., 1963, 40 p., map, illustrated, index, grades 5-10.

Very nice book on ancient Egyptian architecture, covering home, temples and pyramids. Explains how the buildings were constructed and includes excellent architectural drawings which aid understanding. Recommended.

90 Leighton, Margaret. Cleopatra: Sister of the Moon, Farrar, Straus, 1969, 215 p., bibliography, index, grades 6-9.

Less fictionalized account than Hornblow, though plagued by the same problems of lack of information on Egypt. Primary concern is with court life and intrigue.

91. Lengyl, Emil. Modern Egypt, Franklin Watts, N.Y., 1973, 87 p., illustrated, map, reading list, index, grades 5-8.

Positive presentation on the geography, history and culture of modern Egypt. Strong point is the contrast between the corruption of the old regime and development since the revolution. Discusses Arab-Israeli wars only briefly and explains losses as due to a lack of initiative and training.

92. Little, Tom R. The Arab World in the 20th Century, John Day Co., N.Y., 1972, grades 8-10, pp. 74-85.

Excellent discussion of Egyptian political developments to Nasser's death in 1970. Includes good background to the 1952 revolution. Recommended.

93. Long, Laura. DeLesseps: Builder of Suez, Longman's, N.Y., 1958, grades 6-9, passim.

A semi-fictionalized account of DeLessep's efforts to have the Suez Canal built, including information on his early relations with Sa'id. Includes an interesting insight into Egypt's attitude toward the canal as the author attributes a quote to Muhammad Ali to the effect that why should Egypt build a ditch that would only benefit the Europeans.

94. Lovejoy, Bahija. Other Bible Lands, Abingdon Press, N.Y., 1961, grades 5-9, pp. 47-66.

Stress is on ancient Egypt. Historical outline is weak and sometimes inaccurate. Discussion of religion could include more information on Islam.

95. Lounsbury, Eloise. A Camel for a Throne. Houghton Mifflin, Boston, 1941, 305 p., glossary, illustrated, juvenile fiction.

A young princess is the victim of a cruel cradle switch which denies her the throne she desires and deserves. Recommended.

96. MacDonald, E.D.B. and J. Dalrymple. Hasan in Egypt, Little Brown Co., Boston, 1911, 114 p., grades 5-7.

Not available for review

97. McGraw, Eloise J. The Golden Goblet, Coward-McCann, N.Y., 1961, 248 p., grades 6-10, fiction.

Young Ranofer aspires to be a goldsmith and a missing object from a pharaoh's tomb gives him the opportunity. Good re-creation of life in ancient Egypt during the New Kingdom period. Recommended.

98. Mara, Daughter of the Nile, Coward-McCann, N.Y., 1953, 279 p., grades 6-10, fiction.

A young slave girl, Mara, becomes involved in the struggle between the usurper queen, Hatshepsut, and Thutmose III for control of Egypt in the New Kingdom. Recommended.

99. McHargue, Georgess. Mummies, J.B. Lippincott, Philadelphia and N.Y., 1972, grades 5-7, pp. 33-55.

Very good account of the history of the process of making mummies in ancient Egypt. Also chapter on Howard Carter and the discovery of Tutankhamen's tomb. Recommended.

100. McKinly, Webb. Trouble in the Middle East, Franklin Watts, N.Y., 1972, grades 7-12, passim.

This history of the Middle East focuses on the causes of the Arab-Israeli problem. An excellent work with balanced presentation. Recommended.

101. Mahmoud, Zaki N. The Land and People of Egypt, J.B. Lippincott, Philadelphia and N.Y., 1972, 159 p., map, illustrated, index, grades 6-9.

Excellent introduction to Egyptian history and culture. Gives equal weight to all periods of Egyptian history and has an excellent critical analysis of social developments since the 1952 revolution. Recommended.

102. Marshell, H.E. The Story of Napoleon, Thomas Nelson and Sons, N.Y., n.d., juvenile, pp. 28-39.

Good description of Napoleon's campaign, but little information on Egypt.

103. Mayer, Josephine and Tom Prideaux. Never to Die: The Egyptians in Their Own Words, Viking Press, N.Y., 1938, 224 p., illustrated, bibliography, index, grades 8-12.

An anthology of writings from ancient Egypt covering the period 3000 B.C. to 1000 B.C. Divided into 4 periods: Predynastic, Old, Middle and New Kingdoms, with historical background and chronology of literary developments for each period. Excellent work. Recommended.

104. Meadowcraft, Enid L. The Gift of the River: A History of Ancient Egypt, Thomas Y. Crowell, N.Y., 1937, 243 p., map, illustrations, index, grades 4-6.

This well-written general history of ancient Egypt includes material that will be of interest to the younger reader, including customs, inventions and contributions to modern civilizations.

105. __________. A Scarab for Luck, Thomas Y. Crowell, N.Y., 1964, 226 p., bibliography, grades 2-5, fiction.

The young boy, Harkuf, is bored with studying to be a scribe and yearns for adventure. Will give the young child an accurate picture of life and culture in ancient Egypt. Recommended.

106. Mellersh, Harold E.L. Finding Out About Ancient Egypt, Lothrop, Lee and Shepard Co., N.Y., 1962, 144 p., map, illustrated, index, grades 6-9.

Interesting account of the Rosetta Stone and other sources for ancient Egyptian history. Includes brief biographies of the famous archaeologists and discussions of life and religion.

107. Mercer, Charles. Alexander the Great, American Heritage Publishing Co., N.Y., 1962, grades 4-8, pp. 84-93.

Brief discussion of the conquest of Egypt, the founding of Alexandria and the visit to Siwah, but as usual, little on contemporary Egypt or Alexander's long-term impact.

108. Millard, Anne. Egypt, Putnam, N.Y., 1971, 112 p., map, illustrated, time chart, bibliography, index, grades 6-9.

Introduction to Egyptology with a brief historical sketch of ancient Egypt and re-creation of daily life based on archaeological evidence.

109. Miller, Shane and Edward Ochsenschlager. The Egyptians in the Middle Kingdom, Coward-McCann, N.Y., 1963, 62 p., map, illustrations, dynastic chart, reading list, chronology, index, juvenile.

General introduction to life in ancient Egypt during the Middle Kingdom period with an emphasis on agriculture, religion and government.

110. Mirepoix, Camille. Egypt in Pictures, Sterling Publishing Co., N.Y., 1963, 64 p., map, illustrated, index, grades 6-12.

Very good introduction to all aspects of Egypt. Some inaccuracies in historical section, especially with regard to the 1956 war, but generally fair and accurate.

111. Mohr, L.M. *Egyptians of Long Ago*, Rand McNally, Chicago, 1926, 154 p., illustrated, index, grades 4-5.

Not available for review.

112. Moore, Lamont. *The First Book of Architecture*, Franklin Watts, N.Y., 1961, grades 4-8, pp. 8-9.

A short discussion of the Hall of Columns at the temple complex at Karnak.

113. Morris, Terry. *Shalom Golda*, Hawthorn Books, Inc., N.Y., 1971, grades K-6, passim.

A biography of former Israeli Prime Minister Golda Meir which has the Israeli army gaining a brilliant victory in the Suez War, when in fact the Egyptian army didn't fight and which depicts Egypt as the aggressor in the war and Israel as the defender. Not recommended.

114. Morrison, Lucille. *Lost Queen of Egypt*, J.B. Lippincott, Philadelphia and N.Y., 1937, 367 p., illustrated, bibliography and glossary, grades 6-10.

A well-written story of Ankhsenamon, the wife of King Tutankhamen, from her childhood at the court of her parents, Ankhenaton and Nefertiti, to her disappearance from court following the death of her husband. Recommended.

115. Mozley, Charles. *The First Book of Tales of Ancient Egypt*, Franklin Watts, 1961, 67 p., illustrated, grades K-4.

Very good introduction to Egyptian literature. Recommended.

116. Naden, Corinne J. The Nile Basin, Franklin Watts, N.Y., 1972, 77 p., map, illustrated, index, grades 4-6.

Includes historical survey of Egypt, information on the 3 principal cities of Cairo, Alexandria and Port Sa'id, and a section on Aswan.

117. Neavles, Janet. The Mystery of the Pharaoh's Treasure, J.B. Lippincott, Philadelphia and N.Y., 1963, 192 p., grades 5-8, fiction.

An Egyptian sailor is accused of robbing the tomb of Queen Hatshepsut's father, and his brother sets out to prove his innocence.

118. Nesbit, E. Story of the Amulet, British Book Centre, N.Y., 1974, grades 3-6, fiction.

Not available for review.

119. Neurath, Marie. They Lived Like This in Ancient Egypt, Franklin Watts, N.Y., 1965, 32 p., illustrated, grades 3-5.

Everyday life in ancient Egypt briefly and simply described.

120. Nevil, Susan R. The Picture Story of the Middle East, David McKay Co., N.Y., 1956, 50 p., grades 3-7, passim.

A very general account of the Middle East with a strong point being the presentation of Arabic vocabulary with Arabic script.

121. Noble, Iris. Egypt's Queen: Cleopatra, Julian Messner, Inc., N.Y., 1963, 191 p., index, grades 6-10.

The life of Cleopatra emphasizing her personal activities rather than the events occurring around her. Relies heavily on the legend of the woman rather than historic fact.

122. __________. Israel's Golda Meir: Pioneer to Prime Minister, Julian Messner, N.Y., 1972, grades 7-12, pp. 167-70.

Egypt's loss in 1967 attributed to the fact that the Egyptian officers treated their men like animals. Not recommended.

123. Norton, Andre. Shadow Hawk, Harcourt, Brace and Co., N.Y., 1960, 237 p., grades 4-8, fiction.

The expulsion of the Hyksos leads to beneficial results for an ambitious military leader.

124. Pace, Mildred M. Wrapped for Eternity: The Story of the Egyptian Mummy, McGraw-Hill Book Co., N.Y., 1974, 192 p., map, illustrated, chronology, bibliography, index, grades 5-12.

An excellent and fascinating account of the mummification process, myths about mummies and tomb robbing. Recommended.

125. Paine, R.M. Looking at Architecture, Lothrop, Lee and Shepard, N.Y., 1974, grades 4-7, pp. 14-19.

Very general introduction to Imhotep, King Zoser and the Step Pyramid.

126. Palmer, Winthrop (Bushnell). Abdul, The Story of an Egyptian Boy, Macmillan Co., N.Y., 1928, 90 p., illustrated, juvenile.

Not available for review.

127. Payne, Elizabeth. The Pharaohs of Ancient Egypt, Random House, N.Y., 1965, 191 p., maps, illustrated, bibliography, index, grades 5-8.

Historical survey of ancient Egypt focusing on notable pharaohs.

128. Perry, Walter S. With Azir Girges in Egypt. Atkinson, Mentzer and Co., Boston and N.Y., 1913, 166 p., map, illustrated, grades 5-6.

Not available for review.

129. Pine, Tillie S. and Joseph Levine. The Egyptians Knew, McGraw-Hill Book Co., 1964, 32 p., illustrated, grades 1-4.

Discussion of many of the ancient Egyptian contributions to modern civilizations including glass, paper, the alphabet. Includes projects for children.

130. Price, Barbara P. Ancient Egypt from A to Z, Bobbs-Merrill Co., Indianapolis, 1971, illustrated, grades 3-7.

Presents aspects of ancient Egyptian culture by discussing one topic for each letter of the English alphabet. Also gives the hieroglyphic equivalent for all letters and an attempt is made in the text to acquaint the student with Egyptian equivalents to English words, but it is very confusing.

131. Price, Christine. Made in Ancient Egypt, E.P. Dutton and Co., N.Y., 1970, 160 p., map, illustrated, time chart, book list, grades 7-12.

An excellent survey of ancient Egyptian art and architecture. Includes material on sculpture, painting, jewelry and building.

132. __________. The Story of Moslem Art, E.P. Dutton and Co., N.Y., 1964, 157 p., grades 5-8, pp. 35-39, 65-71.

Description of the arts, crafts and architecture of Fatimid and Mamluke Egypt.

133. Quinn, Vernon. Picture Map Geography of Africa, J.B. Lippincott, Philadelphia and N.Y., 1952, grades 5-8, pp. 17-23.

Good geographical survey of Egypt, including the Nile, the canal, cities, animals, Siwah oasis and the Sinai.

134. Rashid, Bahija Sidqi. Egyptian Folk Songs, Oak Publications, N.Y., 1964, 91 p.

135. ________. Eighty Folk Songs From the Valley of the Nile, Cairo, 1958, 125 p.

136. ________. Traditional Play-songs, Rhymes and Games of Egypt, World of Books, Cairo, 1967, 77 p., illustrated.

These three books, published in both English and Arabic, are recommended for all ages. The games book provides clear instructions and all have interesting background notes. Recommended for all ages. Recommended.

137. Raswan, Carl R. Drinkers of the Wind, Ariel Books, N.Y., 1961, grades 6-9, pp. 25-62.

Account of the author's stay in Egypt while working on a plantation. His interest is Arabian horses, and the book only tells about horses. Not recommended.

138. Robinson, Charles A., Jr. Alexander the Great: Conqueror and Creator of the New World, Franklin Watts, N.Y., 1963, grades 7-10, pp. 62-70.

Typical account of the conquest.

139. ________. The First Book of Ancient Egypt, Franklin Watts, N.Y., 1961, 61 p. illustrations, index, grades 4-6.

Historical and cultural survey by historical period.

140. Rothkopf, Carol Z. The Opening of the Suez Canal, November, 1869: A Water Gateway Joins East and West, Franklin Watts, N.Y., 1973, 86 p., illustrated, maps, chronology, bibliography, index, grades 7-12.

Good history of the canal up to 1970. Adequate background to the Suez War, but has France and Britain intervening after Israel's invasion in order to protect the canal.

141. Ruskin, A. The Pantheon Story of Art for Young People, Pantheon Books, N.Y., 1964, grades 5-7, pp. 7-13.

Attempts to demonstrate the use of art to the modern social scientist, shows connection between art and religion. Changes under Akhenaton away from stylized method of predecessors.

142. Savage, Katharine. The Story of World Religions, Henry Z. Walck, N.Y., 1970, grades 5-7, pp. 21-33.

An adequate survey of ancient Egyptian religion. Includes material on the Osiris myth, mummies, tombs and temples and Akhenaton. Akhenaton's monotheism is attributed to Semitic ideas that had entered Egypt from Asia.

143. Schlein, Miriam. Ammny, Boy of Old Egypt, Abelard-Shuman, N.Y., 1961, 159 p., illustrated, grades 1-5, fiction.

Traces the lives of a farm family living along the Nile, who suffer an invasion of locusts and other minor difficulties before they get their crops planted.

144. Scott, Joseph H. and Lenore. Egyptian Hieroglyphics for Everyone. Funk and Wagnalls, N.Y., 1968, 95 p., illustrated, map, grades 7-12.

An excellent work on ancient Egyptian writing with examples of words and sentences. Includes an illustrated "Who's Who of Egyptian Gods" and a section on how to read cartouches, the secret which led to the deciphering of the Rosetta Stone. Recommended.

145. __________. Hieroglyphics for Fun: Your Own Secret Code Language, Van Nostrand and Reinhold Co., N.Y., 1974, 79 p., illustrated, grades 3-7.

A very good book for introducing the student to ancient Egyptian writing. The language is introduced as a code but includes a great deal of valuable factual information. Recommended.

146. Schealer, John M. The Sycamore Warrior, A Mystery of Ancient Egypt, E.P. Dutton, N.Y., 1960, 180 p., juvenile fiction.

What was the sycamore warrior statue of Khufu doing in the tomb of a nobleman who died 1000 years later? The book also includes an historical survey of ancient Egypt.

147. Sellman, Roger R. Ancient Egypt, Roy Publishers, N.Y., 1960, 71 p., index, bibliography, maps, illustrated, time line, grades 7-12.

Survey of ancient Egyptian history to the Roman conquest.

148. __________. The Crusades, Roy Publishers, N.Y., 1957, juvenile, pp. 32-39, 48-51.

Sections on Saladin deal with his exploits in Palestine against the Christians. There is some material on the 5th Crusade of St. Louis against Egypt.

149. Sewell, Barbara. Egypt Under the Pharaohs, G.P. Putnam's Sons, N.Y., 1968, 144 p., maps, illustrated, bibliography, index, young adult.

Survey of ancient Egyptian history and culture to the end of the New Kingdom.

150. _________, and Patrick Lynch. The Story of Ancient Egypt, St. Martin's, N.Y., 1960, 64 p., illustrated, map, glossary, grades 4-6.

Similar to the above only for the younger reader.

151. Shivanandan, Mary. Nasser, Modern Leader of Egypt, Sam Har Press, N.Y., 1973, grades 7-12.

Not available for review.

152. Sienkiewicz, Henryk. In Desert and Wilderness, Little Brown, Boston, 1923, 405 p., illustrated, juvenile fiction.

Primarily concerned with the Bedouin of the Libyan or Western Desert. Little on Egypt. Action takes place about the time of Mahdist revolt in Sudan.

153. Silverburg, Robert. Before the Sphinx: Early Egypt. Thomas Nelson, N.Y., 1971, 176 p., illustrated, bibliography, index, grades 6-12.

Survey of ancient Egypt with an emphasis on the Old Kingdom period. Good sections on Egyptology and historical sources.

154. _________. The Mask of Akhnaten. MacMillan, N.Y., 1965, 180 p., juvenile fiction.

Adventures on an archaeological dig in Nubia and the international efforts to save ancient Egyptian ruins from the rising waters of Lake Nasser.

155. Sondergaard, Arensa. My First Geography of the Suez Canal, Little Brown, Boston, 1960, 62 p., illustrated, grades 3-5.

Simplified discussion of the history of the Suez Canal and a good geographical description of the canal by means of a journey down its length. Fair on Nasser's nationalization, but does not discuss the war. Recommended.

156. Stearns, Monroe. Julius Caesar: Master of Men, Franklin Watts, N.Y., 1971, grades 7-12, pp. 182-192.

Typical fare on Julius Caesar's conquest of Egypt but is very hostile toward Cleopatra.

157. Stewart, Desmond. The Arab World, Time, Inc., N.Y., 1962, pp. 97-113 and passim, grades 4-up.

A beautifully illustrated, excellent general work. Recommended.

158. Stolz, Mary. Cat in the Mirror, Harper-Row, N.Y., 1975, grades 5-12, fiction.

Not available for review.

159. Suskind, Richard. The Crusader King, Richard the Lionhearted, Little Brown, Boston, 1973, grades 4-6, passim.

Saladin in the Holy Land fighting the Christians. Nothing on Egypt.

160. Snyder, Zilpha K. The Egypt Game, Atheneum, N.Y., 1967, 215 p., illustrated, grades 5-7, fiction.

A group of children devise a game based on one of the children's interest in Ancient Egypt. Recommended.

161. Taylor, Alice. Egypt. Holiday House, N.Y., 1953, 25 p., illustrated, grades 3-9.

Concerned with contemporary Egyptian life. Little historical information. Should probably be rated for younger children.

162. Treece, Henry. The Crusades, Random House, N.Y., 1963, grades 6-9, passim.

More material than most on Egypt but again, primary concern is with the activities of Saladin and the Mamlukes in the Holy Land.

163. Van Duyn, Janet. Builders in the Desert: Stone Craftsmen of Ancient Egypt, Julian Messner, N.Y., 1974, 96 p., illustrated, map, index, grades 4-6.

Survey of ancient Egyptian religion as represented in its pyramids, tombs and temples. Chapter on Abu Simbel.

164. ________. The Egyptians: Pharaohs and Craftsmen, McGraw-Hill Book Co., N.Y., 176 p., illustrated, maps, index, grades 709.

A superficial introduction to ancient Egyptian history and culture.

165. Van Loon, H.W. The Story of Mankind, Garden City Publishing Co., Garden City, N.Y., 1926, grades 7-9, pp. 17-28.

Short survey of Egyptian Civilization focusing on hieroglyphics. Much too brief and superficial for the grade level.

166. Wallace, John A. Getting to Know Egypt; U.A.R., Coward-McCann, N.Y., 1961, 64 p., illustrated, index, grades 3-5.

A dated but balanced account on Egypt which gives credit to the achievements of the country under Nasser. Material on the Arab-Israeli problem is superficial.

167. Warren, Ruth. First Book of the Arab World, Franklin Watts, N.Y., 1963, grades 4-6, passim.

Includes only very general information about Egypt.

168. ________. The Nile: The Story of Pharaohs, Farmers, and Explorers, McGraw-Hill Book Co., N.Y., 1968, 127 p., map, illustrated, bibliography, index, grades 7-12.

A history of the Nile basin with one of the better sections on the period between ancient Egypt and Napoleon's conquest. Very good discussion of the early work on the Aswan High Dam and its impact on Egypt.

169. Watson, Jane. Egypt: Child of the Nile, Garrard Publishing Co., Champaign, Ill., 1967, 112 p., illustrated, index, grades 3-6.

Utilizes story, legend and fact to present a good picture of present-day Egypt. Illustrated by some of Egypt's most outstanding artists. Recommended.

170. Weingarten, Violet. The Nile: Lifeline of Egypt, Garrard Publishing Co., Champaign, Ill., 1964, grades 6-9.

Not available for review.

171. Welch, Ronald. Knight Crusader, Oxford University Press, N.Y., 1954, grades 6-10, fiction, pp. 131-35.

More unfriendly to Saladin than most accounts, calling him a Saljuk. Nothing on Egypt.

172. White, Anne T. All About Archaeology, Random House, N.Y., 1959, grades 5-7, pp. 74-94.

Very superficial survey of hieroglyphics, tombs, and Tutankhamen.

173. __________. Lost Worlds: The Romance of Archaeology, Random House, N.Y., grades 8-12, pp. 93-168.

Survey of Egyptology and archaeology in Egypt from the discovery of the Rosetta Stone to Tutankhamen's tomb.

174. White, Jon E.M. Everyday Life in Ancient Egypt, Fairfield, N.Y., 1964, 200 p., maps, bibliography, index, grades 6-12.

Egypt from the first dynasties to the early Ptolemies with the focus on houses, dress, food, and drink, transport, people and professions. Recommended.

175. Wilber, Donald N. United Arab Republic: Egypt, Human Relations Area Files Press, New Haven, Conn., 1969, 461 p., maps, statistical tables, bibliography, index, grades 10-12.

An exhaustive survey of Egypt in 1967. Very weak on historical information and generally ignores the 3 wars with Egypt. Does have a very positive attitude toward the Nasser government.

176. Wilbur, S.W. Egypt and the Suez Canal, Wheeler, N.Y., 1940, 420 p., illustrated, grades 5-9.

Not available for review.

177. Williams, Ann. Britain and France in the Middle East and North Africa, 1914-67, St. Martin's Press, N.Y., 1968, grades 9-12, passim.

Very good survey of recent Egyptian history with good background to Britain's role in Egypt.

178. Williams, Jay. Knights of the Crusaders, American Heritage Publishing Co., N.Y., 1962, grades 6-10, passim.

Adequate coverage of Saladin and the 6th crusade, but only deals with Saladin in the Holy Lands.

179. Williamson, Thames R., Messenger to the Pharaoh, Longman's, Green and Co., N.Y., 1937, 312 p., grades 7-8.

An attempt to overthrow the Pharaoh Khufu is foiled by his loyal scribe.

180. Wise, William. The Two Reigns of Tutankhamen, G.P. Putnam's Sons, N.Y., 1964, 191 p., bibliography, index, grades 6-10.

Survey of ancient Egyptian history with an emphasis on Tutankhamen and his predecessors and then material on Egyptology focusing on Tutankhamen's tomb.

APPENDIX
Motion Pictures and Filmstrips on Egypt

With the evergrowing use of film and recorded media as instructional tools, there is a great need for an evaluation of audio-visual materials. Motion pictures and filmstrips can bring the beauty of the treasures of ancient Egypt, the bustle of modern Cairo and the power of the Aswan Dam right into the classroom. This can have a great effect on the student, and if the film is well done, it can greatly enhance the student's understanding and "feeling" for the country. However, if the film is biased or even dated, the impression will be negative and inaccurate. This problem becomes especially apparent when one considers that films remain in circulation for many years -- for example, one will find a filmstrip entitled _Modern Egypt_ which was originally issued in 1952 -- and do not undergo the periodic updates to which textbooks are subject. With this factor in mind, we have appended this list of motion pictures and filmstrips to our study of pre-college literary materials in the hope that it will serve as the basis for a later study.

This list does not represent a complete listing of all motion pictures and filmstrips containing material on Egypt; it is a collection of film materials dealing specifically with Egypt. A full scale study of the medium would require the viewing of films on the Middle East, Africa, Islam and numerous other topics. More complete information and a summary of the contents of many of these films is available in the Library of Congress' _National Union Catalogue_ volumes on films, and some appear in the "Directory of Films on the Middle East" in the _Middle East Studies Association Bulletin_, volume V, no. 1 (1971), volume VI, no. 2 (1972) and volume IX, no. 2 (1975).

All motion pictures are sound unless otherwise noted.

1. African Cultural Backgrounds, filmstrip, 42 frames, color, Popular Science Audio-Visuals, 1970.
2. African Face, Cleopatra, motion picture, 4 minutes, silent, color. Eothen Films, released by Encyclopaedia Britannica Films, 1969.
3. Africa: Historical Heritage, motion picture, 9 minutes, color, Encyclopaedia Britannica Films, 1971.
4. Ancient Cities of the East, motion picture, 20 minutes, color, AV-ED Films, 1962.
5. Ancient Civilizations: Egypt, motion picture, 4 minutes, silent, color, Coronet Instructional Media, 1974.
6. Ancient Egypt, part I, filmstrip, 30 frames, BW, Stillfilm, n.d.
7. Ancient Egypt, part II, filmstrip, 30 frames, BW, Stillfilm, n.d.
8. Ancient Egypt, filmstrip, 62 frames, color, Life, 1952.
9. Ancient Egypt, filmstrip, 45 frames, color, Simmel-Meservey, released by Encyclopaedia Britannica Films, 1952.
10. Ancient Egypt, filmstrip, 44 frames, BW, Egyptian Embassy, released by Audio-Visual Associates, 1955.
11. Ancient Egypt, filmstrip, 41 frames, BW, Hulton Press, released by Dufour Editions, 1968.
12. Ancient Egypt, 12 transparencies, color, Milliken Publishing Co., 1969.
13. Ancient Egypt, filmstrip, 43 frames, color, Avid Corp., 1972.
14. Ancient Egypt, motion picture, 11 minutes, BW or color, Coronet Films, 1952.
15. Ancient Egyptian, motion picture, 27 minutes, color, International Film Foundation, 1963.
16. Ancient Egyptian Civilization, filmstrip, 38 frames, color, Jam Handy School Service Center, 1970.

17. The Ancient Land of Thebes, filmstrip, 50 frames, color, Coleman Film Enterprises, released by RMI Film Productions, 1967.

18. Ancient Nile Civilization, motion picture, 4 minutes, silent, color, Gateway Film Productions, released by International Communication Films, 1966.

19. The Ancient River Civilizations, filmstrip, 80 frames, color, Pergamon Press, 1973.

20. The Ancient World: Egypt, motion picture, 66 minutes, color, Archaeological Institute of America, Harmon Fund and the Egyptian Government, released by New York University Film Library, 1955.

21. The Arab Mosque, filmstrip, 32 frames, color, Budek Films and Slides, 1964.

22. The Arab World, filmstrip, 75 frames, BW, New York Times, 1967

23. The Arab World, filmstrip, 37 frames, BW, Visual Education Consultants, 1971.

24. The Arab World and Islam, filmstrip, 41 frames, color, Troll Associates, ?.

25. Arabs and Jews: The Crisis, 6 filmstrips, 60 frames each, color, Schloat Productions, 1972.

26. Architecture of the New Kingdom, filmstrip, 47 frames, color, Budek Films and slides, 1968.

27. Art of Islam, motion picture, 10 minutes, color, ACI Media Inc., 1970.

28. The Arts of Egypt, 20 slides, color, Educational Dimensions Corp., 1973.

29. Assignment Egypt, motion picture, 9 minutes, color, Twentieth Century-Fox Film Corp., 1961.

30. Caesar and Cleopatra, motion picture, 30 minutes, color, Encyclopaedia Britannica Films, 1970.

31. Cairo, motion picture, 4 minutes, silent, color, World In Color Productions, n.d.

32. Can Peace Break Out?, motion picture, CBS Inc.

33. The Changing Middle East, motion picture, 25 minutes, color, International Film Foundation, 1975.

34. Cleopatra, motion picture, 100 minutes, BW, Paramount Pictures, 1934.

35. Cleopatra, motion picture, 243 minutes, color, Twentieth Century-Fox Film Corp., 1963.

36. Cleopatra, motion picture, 9 minutes, BW, Castle Films, 1970.

37. The Commonwealth of Nations, no. 1: Ten Days That Shook the Commonwealth, motion picture, 30 minutes, BW, National Film Board of Canada, released by McGraw-Hill Book Co., 1958.

38. Coptic Art, filmstrip, 43 frames, color, Budek Films and Slides, 1968.

39. Correspondent in Nasser's Egypt, motion picture, University of California, 1969.

40. Cosmopolitan Cairo, motion picture, 1925.

41. Cotton in Egypt, motion picture, 13 minutes, color, Public Media Inc., released by Films, Inc., 1969.

42. Countries of the World: the United Arab Republic, motion picture, Baker and Taylor.

43. Crisis at Suez, motion picture, 30 minutes, BW, CBS Inc., 1962.

44. Cursed Tomb Opened, motion picture, 3 minutes, BW, Filmrite Associates, released by Official Films, 1960.

45. Daily Life in Ancient Egypt, filmstrip, 58 frames, color, Coleman Film Enterprises, released by RMI Film Productions, 1968.

46. Debt to the Past: The Egyptians, filmstrip, 43 frames, color, Moody Institute of Science, 1969.

47. Debt to the Past: The Egyptians, filmstrip, 51 frames, color, Moody Institute of Science, 1969.

48. Egypt, part I, filmstrip, 32 frames, color, Eye Gate House, 1956.

49. Egypt, part II, filmstrip, 34 frames, color, Eye Gate House, 1956.

50. Egypt, filmstrip, 59 frames, color, International Communications Foundation, 1962.

51. Egypt, filmstrip, 1 roll, color, Don Bosco, released by Universal Education and Visual Arts, 1970.

52. Egypt, filmstrip, 48 frames, color, Eye Gate House, 1973.

53. Egypt: Alexandria, filmstrip, 47 frames, color, Educational Filmstrips, 1965.

54. Egypt: Ancient Monuments, filmstrip, 39 frames, color, Gateway Educational Films, released by Carman Educational Associates, 1968.

55. Egypt and Israel, motion picture, 3 reels.

56. Egypt and the Arab World, filmstrip, 44 frames, color, Current Affairs Films, 1969.

57. Egypt and the Bible, filmstrip, 43 frames, color, Moody Bible Institute, 1957.

58. Egypt and the Nile, motion picture, 16 minutes, color, Encyclopaedia Britannica Films, 1954.

59. Egypt and Water, filmstrip, 43 frames, color, Avid Corp., 1972.

60. Egypt: Architecture, Painting and Sculpture, 30 slides, color, College Art Association of America, 1974.

61. Egypt By Three, motion picture, 76 minutes, BW, Filmaker Releasing Organization, 1953.

62. Egypt: Cairo, filmstrip, 49 frames, color, Educational Filmstrips, 1965.

63. Egypt: A Country in Transition, motion picture, 10 minutes, color, International Film Bureau, 1961.

64. Egypt: Cradle of Civilization, motion picture, 11 minutes, color, Encyclopaedia Britannica Films, 1962.

65. Egypt: Delta Country, filmstrip, 50 frames, color, Educational Filmstrips, 1965.

66. Egypt the Eternal, motion picture, 34 minutes, color, Rosicrucian Order, 1950.

67. Egypt: Father Nile, motion picture, 10 minutes, BW, Bray Studios, n.d.

68. Egypt: Gaza and Saqqara, filmstrip, 40 frames, color, Educational Filmstrips, 1965.

69. Egypt: A Guide's Family in the Nile River, filmstrip, 62 frames, color, Scott Education Division, 1974.

70. Egypt-Israel, motion picture, 91 minutes, BW, Jefferson Productions, released by McGraw Hill, 1956.

71. Egypt: Kingdom of the Nile, motion picture, 10 minutes, BW, Metro-Goldwyn-Mayer, released by Teaching Film Custodians, 1939.

72. Egypt: Land of Antiquity, motion picture, 17 minutes, color, Paul Hoeffer Productions, released by Bailey-Film Associates, 1969.

73. Egypt: Land of the Nile, filmstrip, 24 frames, color, Eye Gate House, 1951.

74. Egypt: Land of the Nile, motion picture, 17 minutes, color, Dudley Pictures Corp., released by United World Films, 1962.

75. Egypt: Land of the Nile, filmstrip, 23 frames, color, Eye Gate House, 1969.

76. Egypt: Land of the Pharaohs, filmstrip, 96 frames, color, National Geographic Society, released by Encyclopaedia Britannica Films, 1969.

77. Egypt: Land of the Pyramids, motion picture, 9 minutes, BW, FitzPatrick Pictures, 1930.

78. Egypt: Land of Time, motion picture, 25 minutes, color.

79. Egypt: Monuments of Thebes, filmstrip, 51 frames, color, Educational Filmstrips, 1965.

80. Egypt: The Nile, filmstrip, 40 frames, color, Gateway Educational Films, released by Carman Educational Associates, 1958.

81. Egypt: People and Occupations, part I, filmstrip, 25 frames, BW, Stillfilm, n.d.

82. *Egypt: People and Occupations*, part II, filmstrip, 33 frames, BW, Stillfilm, n.d.

83. *Egypt: Sabha Discovers the Past*, motion picture, 20 minutes, color, Universal Education and Visual Arts, 1967.

84. *Egypt: Suez Canal and Desert*, filmstrip, 48 frames, color, Educational Filmstrips, 1965.

85. *Egypt: This World of Ours*, motion picture, 10 minutes, color.

86. *Egypt Today*, filmstrip, 44 frames, BW, Egyptian Embassy, released by Audio-Visual Associates, 195?.

87. *Egypt Today: The United Arab Republic*, motion picture, 17 minutes, color, Paul Hoefler Productions, released by Bailey-Film Associates, 1969.

88. *Egypt: Town Life*, filmstrip, 39 frames, color, Gateway Educational Films, released by Carman Educational Associates, 1968.

89. *Egypt: Village Irrigation*, motion picture, 4 minutes, silent, color, Gateway Film Productions, released by International Communication Films, 1966.

90. *Egypt: Village Life*, filmstrip, 30 frames, color, Gateway Educational Films, Carman Educational Associates, 1968.

91. *Egypt Yesterday*, motion picture, 12 minutes, color.

92. *The Egyptian*, motion picture, 140 minutes, color, Twentieth Century Fox Film Corp., 1954.

93. *Egyptian Art*, 10 filmstrips, color, Budek Films and Slides, 1966. Filmstrips were re-released in longer versions in 1968 under the following titles:

    Prehistoric and Archaic Periods

    Old Kingdom: Fourth Dynasty

    Old Kingdom: Fifth and Sixth Dynasty

    Middle Kingdom and the Intermediate Periods

    The Late Period

Architecture of the New Kingdom

Painting of the New Kingdom

Sculpture of the New Kingdom

Ptolemaic Period

Coptic Art

94. Egyptian Art, part I, filmstrip, 25 frames, color, Empece, released by International Film Bureau, 1962.

95. Egyptian Art, part II, filmstrip, 25 frames, color, Empece, released by International Film Bureau, 1962.

96. Egyptian Art, filmstrip, 1 roll, color, Don Bosco, released by Universal Education and Visual Art, 1969.

97. Egyptian Art: History of Western Art No. 3, 4 filmstrips, color, Visual Publications, released by Prothman Associates, 1964.

98. Egyptian Art: The Temples of Medinat Habu and the Colossi of Memnon, filmstrip, 34 frames, color, Budek Films and Slides, 1969.

99. An Egyptian Scribe, filmstrip, 25 frames, color, Curriculum Films, 1952.

100. An Egyptian Village, motion picture, 18 minutes, color, Goudsou's Productions, released by Film Associates of California, 1960.

101. Egyptian Villagers, motion picture, 14 minutes, color, Public Media, Inc. released by Films, Inc., 1969.

102. The Egyptian World, filmstrip, 56 frames, color, Brunswick Productions, 1967.

103. Egyptologists, motion picture, 45 minutes, color, Oriental Institute, University of Chicago, 1965.

104. The Egyptologists, motion picture, 38 minutes, color, Oriental Institute, University of Chicago, released by Encyclopaedia Britannica Educational Corp., 1966.

105. The Egyptologists, motion picture, 25 minutes, color, Oriental Institute, University of Chicago, released by Encyclopaedia Britannica Educational Corp., 1967.

106. Egypt's Dilemma in 1973, motion picture, University of California.

107. Egypt's Era of Splendor, filmstrip, 68 frames, color, Life, 1958.

108. Everyday Life in Egypt, motion picture, International Film Bureau.

109. Everyday Life of the Ancient Egyptians, filmstrip, 38 frames, color, Jam Handy School Service Center, 1970.

110. Exotic Egypt, motion picture, 1930.

111. Exploring Ancient Egypt, filmstrip, 38 frames, color, Imperial Film Co., 1965.

112. Flight to Egypt, motion picture.

113. God Sends Plagues to Egypt, filmstrip, 15 frames, color, Double Sixteen Co., 1971.

114. The Good Life on the Nile, motion picture, 29 minutes, BW, New York University, released by NET Film Service, 1956.

115. Growing Up in Ancient Egypt, filmstrip, 35 frames, BW, Popular Science Publishing Co., distributed by Audio-Visual Division, 1948.

116. The Growth of Ancient Egypt, filmstrip, 38 frames, color, Jam Handy School Service Center, 1970.

117. Hatshepsut, the First Woman in History, 2 filmstrips, color, Baker and Taylor.

118. History and Culture of Africa, 20 Transparencies, color, AEVAC, 1969.

119. History of Egyptian Civilization: Prehistoric and Archaic Periods, filmstrip, 49 frames, color, Budek Films and Slides, 1968.

120. I Live in Egypt, filmstrip, 42 frames, color, Museum Extension Service, 1954.

121. Independent Countries of Africa: Egypt, motion picture, Baker and Taylor.

122. Islam in Egypt, motion picture, 15 minutes, BW, Harmon Foundation, 1931.

123. Journey Into the Past, motion picture, 21 minutes, color, Boulton-Hawker Films, 1962.

124. Kings Write Too, motion picture, 29 minutes, BW, New York University, NET Film Service, 1956.

125. The Land of Amun Ra, motion picture, 19 minutes, color, Coleman Film Enterprises, released by RMI Film Productions, 1967.

126. Land of the Nile, motion picture, 9 minutes, color, Twentieth-Century Fox Film Corp., 1955.

127. The Land of the God Pharaohs, motion picture, 29 minutes, color, Coleman Film Enterprises, released by RMI Film Productions.

128. Land of the Pharaohs, motion picture, 106 minutes, color, Continental Co., released by Warner Brothers Pictures, 1955.

129. The Land of the Pharoahs, filmstrip, 72 frames, color, Westwood Educational Productions, 1972.

130. Land of the Pyramids, motion picture, 1 reel, BW, Castle Films, 1951.

131. The Land of Upper Egypt, filmstrip, 54 frames, color, Coleman Film Enterprises, released by RMI Film Productions, 1967.

132. The Late Period, filmstrip, 46 frames, color, Budek Films and Slides, 1968.

133. Life Along the Nile, filmstrip, 46 frames, color, Clarence Woodrow Sorensen, released by Encyclopaedia Britannica Educational Productions, 1961.

134. Life Around the World: Nile Farmer, motion picture, 4 minutes, silent, color, Coronet Instructional Materials, 1972.

135. Life in Ancient Egypt, filmstrip, 43 frames, color, Museum Extension Service, 1957.

136. Life in Ancient Egypt, motion picture, 29 minutes, color, Gateway Film Productions, released by United World Films, 1962.

137. Life in Ancient Egypt, part I, filmstrip, 34 frames, color, Visual Publications, 1970.

138. Life in Ancient Egypt, part II, filmstrip, 37 frames, color, Visual Publications, 1970.

139. Life In Ancient Egypt, filmstrip, 43 frames, color, Troll Associates, 1970.

140. Life in Ancient Egypt, filmstrip, 68 frames, color, Gateway Educational Films, released by Carman Educational Associates, 1968.

141. Life in Ancient Egypt, filmstrip, 27 frames, color, Common Ground, released by Carman Educational Associates, 1966.

142. Life in Egypt, filmstrip, 25 frames, color, Curriculum Films, 1951.

143. Life in Egypt, filmstrip, 31 frames, color, Curriculum Materials Corp., 1960.

144. Life in the Nile Valley, motion picture, 10 minutes, BW, Coronet Instructional Materials, 1952.

145. Life in the Tomb, motion picture, 29 minutes, BW, New York University, released by NET Film Service, 1956.

146. Living in Egypt and Sudan, filmstrip, 66 frames, color, Society for Visual Education and Rand McNally, 1956.

147. Making of Modern Egypt, motion picture, 10 minutes, color, Precedent Films, released by Sterling Educational Films, 1965.

148. Man Changes the Nile, motion picture, 13 minutes, color, Public Media, Inc., released by Films, Inc., 1969.

149. A Matter of Death and Life, motion picture, 30 minutes, color, BBC-TV, released by Time-Life Films, 1970.

150. Memories of an Egyptian Jew, motion picture, University of California, 1970.

151. Memphis on the Delta, filmstrip, 52 frames, color, Coleman Film Enterprises, released by RMI Film Productions, 1967.

152. A Merchant Family of Egypt, filmstrip, 60 frames, color, Family Filmstrips, released by Society for Visual Education, 1974.

153. Middle East, filmstrip, 43 frames, BW, Common Ground, released by Carman Edųcational Associates, 1966.

154. Middle East Caravan, movie, 14 minutes, color, Alitalia, 1965.

155. The Middle East: Conflict and Change, 5 filmstrips, color, Activity Records, released by Educational Activities, 1973.

156. The Middle East: Old and New, filmstrip, 47 frames, color, Teaching Aids Service, 197?.

157. Middle East Turmoil, filmstrip, 63 frames, BW, New York Times, 1971.

158. The Middle East: Way Station on Man's Longest Journey, filmstrip, 84 frames, color, Miller-Brody, 1974.

159. Middle Kingdom, filmstrip, 44 frames, color, David Van Meter Productions, released by BFA Educational Media, 1971.

160. The Middle Kingdom and the Intermediate Periods, filmstrip, 51 frames, color, Budek Films and Slides, 1968.

161. The Mideast's New Look, filmstrip, 64 frames, BW, New York Times, released by Teaching Resources Films, 1974.

162. Modern Egypt, filmstrip, 25 frames, BW, Stillfilm, n.d.

163. Modern Egypt, filmstrip, 42 frames, color, Simmel-Meservey Productions, released by Encyclopaedia Britannica Films, 1952.

164. Modern Egypt, motion picture, 18 minutes, color, Audio Productions, released by McGraw Hill Book Co., 1965.

165. Modern Egypt, motion picture, 11 minutes, color, C-B Films, released by AV-ED Films, 1967.

166. Mud Horse, motion picture, 10 minutes, State University of New York - Binghamton.

167. Muhammad Kamil'Abd al-Rahman, motion picture, 28 minutes, BW, NBC Television, 1951.

168. Myth of the Pharaohs, motion picture, 13 minutes, color.

169. Nasser vs. Ben Gurion, motion picture, 25 minutes, BW, Wolper Productions, released by Public Media Inc., 1964.

170. New Kingdom, filmstrip, 51 frames, color, David Van Meter Productions, released by BFA Educational Media, 1971.

171. New Stone Age, part I, filmstrip, 39 frames, color, David Van Meter Productions, released by BFA Educational Media, 1971.

172. New Stone Age, part II, filmstrip, 41 frames, color, David Van Meter Productions, released by BFA Educational Media, 1971.

173. Nile Basin, filmstrip, 45 frames, color, Hulton Educational Publications, 1971.

174. Nile Basin: Egypt, filmstrip, 34 frames, color, Hulton Press, 195?.

175. Nile: The Creator, motion picture, 26 minutes, color, California and Texas Oil Corp., 1965.

176. Nile Desert Crops, motion picture, 3 minutes, silent, color, Institut für Film und Bild, released by Films, Inc., 1972.

177. The Nile on Egypt, motion picture, 11 minutes, color or BW, Gateway Educational Films, released by Coronet Instructional Films, 1966.

178. Nile River Journey, motion picture, 3 minutes, silent, color, Institut für Film und Bild, released by Films, Inc., 1972.

179. Nile River Valley and the People of the Lower River, motion picture, University of California.

180. Nile Valley, filmstrip, 46 frames, BW, Common Ground, released by Carman Educational Associates, 1966.

181. The Nile Valley, filmstrip, 68 frames, color, Society for Visual Education, 1965.

182. The Nile Valley and its People, motion picture, 15 minutes, color, Encyclopaedia Britannica Educational Productions, 1962.

183. The Nile: World's Longest River, filmstrip, 40 frames, color, Film Strip of the Month Club, 1959.

184. Old Kingdom, filmstrip, 52 frames, color, David Van Meter Productions, released by BFA Educational Media, 1971.

185. *Old Kingdom: 4th Dynasty*, filmstrip, 49 frames, color, Budek Films and Slides, 1968.

186. *Old Kingdom: 5th and 6th Dynasties*, filmstrip, 47 frames, color, Budek Films and Slides, 1968.

187. *The Oldest Nation: Egypt*, filmstrip, 56 frames, color, Life, 1958.

188. *Our Heritage From Egypt*, filmstrip, 51 frames, color, McGraw Hill Book Co., 1963.

189. *Out of the Desert*, motion picture, 15 minutes, silent, BW, Harmon Foundation, 1936.

190. *Painting of the New Kingdom*, filmstrip, 47 frames, color, Budek Films and Slides, 1969.

191. *The Pageant of Art in History: The Egyptian World*, filmstrip, color, Miller-Brody Productions.

192. *The Pen and the World*, motion picture, 29 minutes, BW, New York University, released by NET Film Service, 1956.

193. *People in Ancient Egypt*, filmstrip, 22 frames, color, J. Arthur Bank, Ltd. released by Universal Education and Visual Arts, 196?.

194. *Peoples of the World: The Arab World*, filmstrip, color, Miller-Brody Productions.

195. *The Pharaoh's Women*, motion picture, 84 minutes, color, Universal-International, 1962.

196. *Ptolemaic Era*, filmstrip, 49 frames, color, Budek Films and Slides, 1968.

197. *Pyramids*, filmstrip, 18 frames, color, My Weekly Reader, 1966.

198. *Pyramids of Egypt*, filmstrip, 31 frames, color, Teaching Resources Development Center, released by Teaching Resources Development Center and Society for Visual Education, 1971.

199. *The Race to Save Abu Simbel*, motion picture, 7 minutes, color, Readers Digest, released by Vavin, 1966.

200. The Rise of Egyptian Civilization, filmstrip, 47 frames, color, Encyclopaedia Britannica Films, 1963.

201. River Journey on the Upper Nile, motion picture, 18 minutes, color, Public Media, Inc., released by Films, Inc., 1969.

202. The River Nile, motion picture, 34 minutes, color, NBC News, released by McGraw-Hill Book Co., 1966.

203. The River Nile, motion picture, 52 minutes, color, NBC News, 1962.

204. Rivers Around the World, filmstrip, 51 frames, BW, Avid Corp., 1971.

205. Royal Jewels, motion picture, 29 minutes, BW, New York University, released by NET Film Service, 1956.

206. Sadat, Anwar, The Mideast Crisis, phonotape, Encyclopaedia Britannica and CBS News, 1971.

207. Sculpture of the New Kingdom, filmstrip, 49 frames, color, Budek Films and Slides, 1968.

208. The Search for the Nile, motion picture, 6 reels, 60 minutes per reel, color, BBC, released by Time-Life, 1971.

209. Six Faces of Pharaoh, motion picture, color.

210. Stone Age to Kingdom Age, filmstrip, 42 frames, color, David Van Meter Productions, released by BFA Educational Media, 1971.

211. The Story of Modern Egypt, motion picture, 20 minutes, BW, BBC-TV, released by Time-Life Films, 1969.

212. Streets of Cairo, motion picture, 10 minutes, BW, Bray Studios, n.d.

213. Suez, motion picture, 55 minutes, BW, CBS News, released by McGraw-Hill Book Co., 1956.

214. Suez, motion picture, 13 minutes, color, International Film Foundation, 1956.

215. Suez, motion picture, 14 minutes, color, International Film Foundation, 1961.

216. Suez Boils Over, motion picture, 3 minutes, BW, Filmrite Associates, released by Official Films, 1960.

217. The Suez Canal, motion picture, 18 minutes, color, Louis de Rochemont Associates, released by Louis de Rochemont Associates Film Library, 1955.

218. The Suez Canal, filmstrip, 40 frames, color, Eye Gate House, 1958.

219. The Suez Canal, motion picture, 11 minutes, color, Gateway Educational Films, released by Coronet Instructional Films, 1965.

220. Suez Canal, motion picture, 4 minutes, silent, color, Gateway Film Productions, released by International Communications Films, 1966.

221. Suez Canal, filmstrip, 36 frames, color, Gateway Educational Films, released by Carman Educational Associates, 1968.

222. Suez Canal and Port Said, filmstrip, 32 frames, BW, Stillfilm, n.d.

223. Suez Canal: Gateway to World Trade, motion picture, 11 minutes, color or BW, Encyclopaedia Britannica Films, 1962.

224. Suez Crisis, 1956, motion picture, 4 minutes, silent, BW, Thorne Films, 1971.

225. Sugar in Egypt, motion picture, 13 minutes, color, Public Media Inc., released by Films, Inc., 1969.

226. Temples of Abydos, Egypt, filmstrip, 37 frames, color, Budek Films and Slides, 1965.

227. Temples of Karnak, Egypt, filmstrip, 48 frames, color, Budek Films and Slides, 1969.

228. This is Egypt, motion picture, 90 minutes, color, AV-ED Films.

229. Tutankhamun: The Immortal Pharaoh, motion picture, 12 minutes, color, University of Houston, KUHT Film Productions, 1962.

230. The United Arab Republic (Egypt), filmstrip, 70 frames, color, Jam Handy Organization, 1968.

231. The Upsurge of Nationalism, motion picture, 26 minutes, BW, National Film Board of Canada, released by McGraw-Hill Book Co., 1964.

232. Vital Waterway: The Suez Canal, motion picture, BW, Hearst-Metronome, 1975.

233. The World Saves Abu Simbel, motion picture, 28 minutes, color.